OREGON STATE PLAN
FOR CAREER AND TECHNICAL EDUCATION
2008-2013

In fulfillment of the requirements for the
THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006

PUBLIC LAW 109-270

FEBRUARY 2008

Oregon Department of Education
Office of Educational Improvement & Innovation
255 Capitol Street NE
Salem, OR 97310

Oregon Department of Community
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Oregon State Plan for Career and Technical Education
2008-2013

PART A: STATE PLAN NARRATIVE

In fulfillment of the requirements for the
Carl D. Perkins Career and Technical Education Improvement Act, 2006

PUBLIC LAW 109-270

OREGON STATE PLAN FOR CAREER AND TECHNICAL EDUCATION
THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT
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I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. STATUTORY REQUIREMENTS – PUBLIC REVIEW

1. Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Sec. 122(a)(3)]

State Board of Education
The State Board of Education is scheduled to approve this State Plan at its regular meeting in March 2008.

The Process of Public Review
From February 2007 through March 2008, ODE actively involved over one hundred people from across the state, from a variety of constituencies, in the development of the State Transition Plan and the State Five-Year Plan. A list of the task force meeting dates and electronic links to participant lists are provided. (Attachments 1-6).

Ongoing dialogue regarding the State Plan was conducted during monthly meetings with the Career and Technical Education Network (CTE Network) during 2007, and dialogue continues. Additionally, Oregon posted the State Plan electronically on the ODE website and sent notices to groups across the state that the State Plan was available for public review. Interested parties were encouraged to comment in writing through a designated Perkins electronic mailbox. The electronic comment period was open from December 13th, 2008 until January 31, 2008. The State Plan remains posted on the ODE website.

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2. Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. [Sec. 122(a)(3)]

(1) Plan Size and Scope
Several responders expressed concern about their perception of the lack of specificity of actions/requirements related to several topics (e.g., targeting specific high demand career areas such as engineering, the target audiences and outcomes for state conducted professional development and technical assistance).

Agency Response
The State Plan was designed and developed to represent the numerous recommendations of the Perkins Task Forces. Many of the recommendations must be implemented at a statewide system level, which may reach beyond the scope of Perkins resources and authority. However, ODE and CCWD have developed a supporting document, the Perkins Implementation Plan (Implementation Plan), which identifies the specific activities, deliverables and timelines to be conducted by state staff. This document will be available upon request. This Implementation Plan is a dynamic document which will be revised as issues, needs and opportunities arise.

(2) Single Parent/Displaced Homemaker (SP/DH) Funding

Advocates for the Single/Parent Displaced Homemaker and pre-vocational services responded regarding access to Perkins Funds for pre-Career and Technical Education (CTE) supportive services.

Agency Response

ODE is working with CCWD to respond to the comments from the Oregon community colleges. Perkins IV requires resources be directed to students enrolled in CTE programs rather than pre-vocational supportive services for students who plan to enroll in CTE programs.

CCWD will work with the community colleges to discuss strategies to leverage other resources to support pre-CTE resources.

(3) Accountability

One comment was received regarding the federal accountability requirements and the proposed voluntary Benchmarks/targets.

A concern was expressed about using a limited resource (Perkins Funds) to meet the need of both academic and technical skill attainment as opposed to investing this resource in just technical attainment.

Agency Response

The initial suggestion of 100% student attainment, as a performance indicator for one of the voluntary Benchmarks, has been revised.

ODE and CCWD will provide technical assistance and professional development to increase the level of understanding of CTE faculty and administrators regarding the need for CTE students to have a strong academic foundation to complement their technical skills. This position has been reinforced by feedback from our workforce development and employer partners to ensure students have sustainable employment in high wage, high demand occupations.

(4) Articulation

It was noted that articulation opportunities are limited when community colleges require a secondary teacher to have a masters degree in the related technical field.

Agency Response

Each Oregon community college establishes its own policy related to teacher credentials. However, this is not a statewide issue. This concern has been referred to the Unified Education Enterprise Dual Credit Task Force for discussion and recommendations.

3. Develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State Plan. [Sec. 122(b)(1)(A)-(B)]

Perkins IV State Plan Leadership and Coordination

The Perkins Leadership and Coordination Work Group from the Oregon Department of Education, Office of Educational Improvement and Innovation (ODE/OEII) managed the overall development effort for the Oregon State Plan for Career and Technical Education, 2008-2013 (hereinafter identified in this document as the State Plan). ODE/EII also assisted in developing the leadership agenda and assured that work was completed in a high quality, timely manner. Members of the work group led in organizing, staffing and compiling the recommendations of the various task forces and of the Perkins Policy Advisory Committee described below. (Attachment 3)

Perkins IV State Plan Transition Plan Development

Four Transition Plan task forces met during the period of January 2007 through April 2007 to create a foundation of work for the Transition Plan year 2007-2008. (Attachment 6) Task force participants included representatives from ODE/EII and Oregon Department of Community Colleges and Workforce Development (CCWD) staff, members of the Career and Technical Education (CTE) Network (CTE Regional Coordinators and Community Colleges Deans), high school and university staff, as well as the Oregon Employment Department (OED) and the Student Leadership Development Center (SLDC).

The four task forces were: Program Design and Development, Accountability, Professional Development, and Special Populations. The State Transition Plan was approved by the Oregon State Board of Education in April 2007 and the U.S. Department of Education in July 2007.

Perkins IV Five-Year State Plan Development

Following the development of the one-year Perkins Transition Plan, four new task forces convened over a five month period to examine key issues and recommend polices and practices to assure that the State Plan meets the requirements of the Perkins IV Act and that activities were consistent to, and an integral part of, Oregon's Pre-Kindergarten-20 (PK-20) education and workforce goals and initiatives. (Attachment 5)

Over 100 individuals from across the state participated in the work of the State Plan development task forces. The task forces represented a broad base of stakeholders including, but not limited to, school administrators, school board members, academic and career and technical teachers, postsecondary education faculty, guidance staff, organized labor, business and industry, parents, employers, workforce agency partners, students and representatives from

the Governor's office. Public notices were posted for all meetings and provisions made for guests. (Attachment 1)

The complex and intensive process of the task forces included information gathering, analysis, deliberation and recommendations. The four task forces involved in this process were: Program Design and Development, Accountability, Professional Development, and Special Populations. A professional facilitator, secretary and staff liaison supported each task force and provided a communication link between the four task forces. As a final celebration and communication link, the four task forces met together to hear the recommendations of all four groups.

Program Design and Development Task Force | <Task Force Membership>
The Program Design Task Force was asked to explore the development of a vision for career and technical education in Oregon and identify policies and practices that define a quality CTE Program of Study (hereinafter identified in this document as a Program(s) of Study) based on the requirements of the Perkins IV Act. The task force also considered the Perkins IV Act implementation strategies that would leverage a transformation of CTE instruction to support a unified education and workforce system.

The task force included the Governor's Workforce Policy Advisor: members from industry and business trade associations and professional groups, secondary and postsecondary academic and CTE teachers and administrators, education service districts, educational consortia, workforce partners, CTE Regional Coordinators Network, teacher education institutions, Oregon State University Cooperative Extension Service, ODE and CCWD. Over the six days of discussion, a change management specialist guided the group.

Robust, multi-faceted discussions of the task force resulted in defining the elements of a vision for CTE that focuses on: student success, teacher preparation and recruitment, relevant learning, leadership, collaborative community partnerships, and continuous improvement. The participants also identified the foundation blocks upon which to build high quality CTE programs, and obstacles to overcome in order to achieve higher quality programming. The resulting recommendations addressed system-wide issues and opportunities and specific recommendations for the implementation of the Perkins IV Act.

The Program Design and Development Task Force identified the four core elements that will constitute Oregon's CTE Program(s) of Study:

- Standards based content.
- Alignment and articulation between secondary and postsecondary curriculum design.
- Measurement of technical skill and academic attainment through valid and reliable assessments.
- Incorporation of student services.

Accountability Task Force | <Task Force Membership>
The purpose of the Accountability Task Force was to define the Perkins IV performance measurement indicators and to offer recommendations for measurement approaches and baseline data that indicate student progress.

Task force members included representatives from community college instructional researchers, secondary and alternative education school administrators, the CTE Regional Coordinators Network, state secondary and postsecondary data specialists, education service district representatives, CTE and academic secondary classroom teachers, workforce partners and the

ODE /EII and CCWD staff. Over the five days of deliberations, a national consultant guided the group in their thoughtful discussion and debate. The outcomes from the work of the Accountability and Evaluation Task Force included:

- Definitions for performance measures.
- Recommendations for ensuring quality, relevant data.
- Recommendations for technical skill assessments.

Professional Development Task Force| <Task Force Membership>
The Professional Development Task Force was asked to recommend policies and practices that would support CTE instruction across the system, and to identify issues, opportunities and solutions related to the supply and training of CTE instructors in Oregon.

Participants in the Professional Development Task Force included: secondary and postsecondary teachers and administrators, university teacher education programs from public and private institutions, the statewide Career Information System (CIS), education service districts, CTE Regional Coordinators Network, ODE/EII and CCWD. The task force also heard presentations from key experts. Experts included a representative from Teachers Standards and Practices Commission (TSPC) who addressed highly qualified teacher requirements. During the five days of deliberations, an ODE/EII Education Specialist guided the task force.

The outcomes from the work of the Professional Development Task Force included:

- Expenditure of local Perkins funds earmarked specifically for professional development.
- Recommendations for a CTE statewide professional development system.
- Long term and short term strategies for teacher recruitment, retention and licensure.
- Recommendations to ensure a focus on quality instruction.

Special Populations and Non-Traditional Occupations Task Force| <Task Force Membership>
The Special Populations and Non-Traditional Occupations Task Force had the responsibility to review and recommend polices and practices that support attainment of academic and technical skill performance levels by special populations students. The task force also addressed the Perkins IV Act requirements relating to student participation and completion of programs considered non-traditional based on gender.

The membership of this task force was composed of persons who were familiar with or directly responsible for work with one or both of the Perkins IV Act identified groups (i.e. special populations and non-traditional occupations). Representatives included secondary and alternative school teachers and administrators, postsecondary teachers and administrators, educational service districts, a non-profit organization dedicated to non-traditional occupations, ODE/EII and CCWD. Over the four-day period of discussions, a professional consultant led the group.

The outcomes from the Special Populations and Non-Traditional Task Force include:

- Recommendations for system-wide policy development.
- Recommendations for Perkins-specific policy development.
- Strategies for special education and non-traditional students to access CTE programs.
- Instructional strategies for special education and non-traditional students in CTE programs.

Perkins IV State Plan Policy Advisory Committee| <Advisory Committee Membership>
The State Board of Education, through an invitation from the Assistant Superintendent of Public Instruction, appointed the Perkins IV Policy Advisory Committee. The advisory committee had the responsibility to review the final recommendations of the four task forces and to provide additional comment and guidance on revisions to the State Plan prior to the final approval by the State Board of Education. Specifically, this committee had the following responsibilities:

- Review the State Plan for coherency and alignment between secondary and postsecondary education.
- Identify gaps and implementation challenges.
- Finalize the State Plan recommendations.
- Identify additional policy recommendations that would strengthen the connection of the Perkins IV State Plan to the PK-20 system work.

Members of the Perkins Policy Advisory Committee were identified by their commitment to rigor and relevance in CTE, specific knowledge in the areas of policy and CTE program implementation, and education and workforce resource coordination. Members included representatives from the Legislature, the Governor's Office, State Board of Education, Oregon Workforce Investment Board (OWIB), organized labor, business and industry, CTE Regional Coordinators Network, PK-20 education system, and ODE/EII and CCWD.

Agency Operational Work Groups
In addition to the Perkins IV Policy Advisory Committee and the four task forces, ODE\EII and CCWD formed agency work groups to address the following operational issues identified in Section 122 (c) of the Perkins IV Act: federal assurances, funding policy, stakeholders outreach and communication, model for state technical assistance, teacher recruitment, federal program coordination and reporting requirements.

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4. Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 1 above to participate in State and local decisions that relate to development of the State Plan. [Sec. 122(b)(2)]

Key Partners for Career and Technical Education
Key stakeholders that were represented in the development of Oregon's State Plan, play an on-going and significant role in the implementation of CTE in Oregon. The stakeholders (listed below) represent the PK-20 education and workforce system and provide structures and supporting processes to ensure that CTE is integral to Oregon's education and workforce efforts. These stakeholders also lead the development of education and workforce policy initiatives that support a common vision and shared responsibility for the success of all students and for Oregon's workforce.

Oregon State Board of Education
The State Board of Education (SBE), appointed by the Governor, establishes policy for all Oregon public schools and community colleges K-14. The governance scope of the SBE applies to the Oregon Department of Education (ODE) headed by an elected Superintendent of Public Instruction and to the Oregon Department of Community Colleges and Workforce Development (CCWD), headed by an appointed Commissioner. The State Board of Education also serves as the State Board for Career and Technical Education under the Carl D. Perkins

Career and Technical Education Improvement Act of 2006, Public Law 109-270. In these roles, the State Board of Education is the entity with the legal authority to approve this State Plan.

Oregon Department of Education (ODE)
The Oregon Department of Education (ODE) is responsible for elementary and secondary education in Oregon's public schools from preschool through grade 12. ODE also provides leadership for the Oregon School for the Deaf and Oregon School for the Blind, regional programs for children with disabilities, and education programs in Oregon's youth corrections facilities and private career schools. In addition, ODE serves as a liaison and monitors implementation for a variety of state and federal programs, including the Carl D. Perkins Act (Perkins) and the Elementary Secondary Education Act of 1965(ESEA)/No Child Left behind Act 2001 (NCLB).

Seated within the Department of Education is the office of Educational Improvement and Innovation (EII). This office provides leadership for CTE through the Secondary-Postsecondary Transitions Team. The Department's integrated approach allows this team to coordinate and leverage resources across PK-14 education.

Structures and processes in ODE that support CTE include staff, fiscal management, data collection, policy development and professional development. EII also leads the development of content standards and collaborates with the Office of Student Learning and Partnerships (SLP) that provides leadership and services for diverse learners (e.g. special education), and the Office of Assessment and Information, which manages the state academic performance accountability system.

Oregon Department of Community Colleges and Workforce Development (CCWD)
The Department of Community Colleges and Workforce Development is the agency that, with local education partners, manages Oregon's General Fund resources designated for Oregon's 17 community colleges and workforce programs. On behalf of the Governor, CCWD implements and oversees Title 1B of the Workforce Investment Act (WIA) one-stop program services, leads Adult Basic Skills and English as a Second Language (ESL) programs.

In conjunction with the State Board of Education, CCWD develops policies and procedures for community college programs and courses. Through an interagency agreement with ODE/EII, technical support and program approval for CTE is shared. Also, through the inter-agency agreement, ODE/EII distributes and manages the Perkins grants to eligible recipients.

Council of Instructional Administrators (CIA)
Each of Oregon's 17 comprehensive community colleges is managed by a locally appointed Board of Directors. The instructional leaders from each of the colleges serve on the CIA and convene regularly with the Department of Community Colleges and Workforce Development (CCWD) leadership to discuss policy development and implementation. Community College CTE Deans participate in the CIA.

Oregon State Board of Higher Education
The State Board of Higher Education is the statutory governing board of the seven-member Oregon University System (OUS). Board members are Governor appointed, and legislatively approved. The State Board of Higher Education collaborates regularly with the State Board of Education for PK-12.

Oregon University System (OUS)
The Oregon University System is composed of seven publicly funded universities. The system is led by a Chancellor, who is the chief executive and administrative officer of the Oregon University System. The Chancellor also serves as the agency head for the Department of Higher Education, which works with the seven universities. The OUS provides some of Oregon's CTE teacher preparation programs.

Joint Board of Articulation Commission (JBAC)
The Joint Boards' Articulation Commission (JBAC) is a policy and action-oriented group, established in 1992 by the State Board of Education (PK-12) and the State Board of Higher Education (public 4-year universities), to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible.

The Unified Education Enterprise (UEE) is a sub-committee of the JBAC. The UEE is a cross-agency committee that works toward creating a unified education and workforce system in Oregon. The UEE addresses common education policy issues pertaining to an aligned education enterprise. Members of the UEE include representatives of all the agencies that address key components of an aligned education system as outlined in the introduction of this plan.

Oregon Workforce Investment Board (OWIB)
The Oregon Workforce Investment Board (OWIB) is the Governor's advisory board on workforce issues. The OWIB is made up of leaders representing private sector businesses, labor, state and local governments and agencies. A majority of the nearly 40 members represent the private sector. One of the chief duties of the OWIB is to assist the Governor in developing a five-year strategic plan for Oregon's comprehensive workforce system.

Governor's Office/Workforce Policy Cabinet (WPC)
The Workforce Policy Cabinet is a forum where state agency leaders work together to increase efficiency and integration of services for a skilled workforce and economic viability. Agencies represented on the Cabinet include the following Oregon departments and agencies: Economic & Community Development, Employment Department, Community Colleges & Workforce Development, Department of Education, Department of Human Services, Vocational Rehabilitation, Oregon University System, Disabilities Commission and Commission for the Blind.

Oregon Employment Department (OED)
The Oregon Employment Department is Oregon's designated entity for the collection, analysis, and dissemination of occupational information. As a member of the Partnerships for Occupational and Career Information (POCI), the Oregon Employment Department will continue to lead and coordinate the activities of that partnership.

Partnership for Occupational and Career Information (POCI)
The Partnership for Occupational and Career Information (POCI) is composed of representatives from four state entities:

- Oregon Employment Department
- Oregon Career Information System
- Oregon Department of Education, and
- Oregon Department of Community Colleges and Workforce Development

POCI, established by a Governor's Executive Order, coordinates and cooperates across the education and workforce system to identify and/or develop, disseminate, and effectively use the best occupational and career information products for Oregonians. POCI is Oregon's recognized body for coordination of Section 118 activities within the Perkins IV Act.

CTE Network
CTE Regional Coordinators and Community College Deans compose the CTE Network, which is similar to the Cooperative Extension Services' field-based model. The Regional Coordinators provide technical assistance to secondary and postsecondary programs and maintain the program approval and evaluation process for secondary programs. The members also serve as a flow through structure for disbursing regional and local funds. The CTE Deans provide leadership for community college CTE programs. The Regional Coordinators, CTE Deans and staff from ODE/EII and CCWD meet monthly to ensure continuous support and alignment of programs.

Teacher Standards and Practices Commission (TSPC)
The Teacher Standards and Practices Commission ensures that every student in Oregon is taught by caring, competent and ethical educators. The TSPC is responsible for establishing rules for teacher licensure, and issuing licenses or registrations to public school teachers, administrators, school counselors, school psychologists and school nurses. The TSPC maintains professional standards of competent and ethical performance and proper assignment of licensed and registered educators. This agency also adopts standards for approval of college and university teacher education programs that lead to licensure. TSPC and ODE work collaboratively on the processes and development of policies that relate to Oregon's Career and Technical Education licensure system and instructor appraisal process.

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5. Develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary. [Sec. 122(e)(3)]

The Oregon State Board of Education is the governing body for both the Department of Community Colleges and Workforce Development (CCWD) and the Oregon Department of Education (ODE). The Oregon Department of Education is the eligible agency for the receipt and administration of Perkins funds. By agreement with the Department of Community Colleges and Workforce Development, Perkins funds are distributed to school districts, community colleges, regional and local consortia, individual entities, and correctional institutions.

The ODE Assistant Superintendent of the Office of Educational Improvement and Innovation (EII) and the Commissioner of the Oregon Department of Community Colleges and Workforce Development, or their designated representatives, give regular reports on the status of the State Plan for Career and Technical Education to the State Board of Education, the Oregon

Workforce Investment Board (OWIB) and the Governor's Workforce Policy Cabinet. These entities will be significant forums for coordination among CTE, adult education, the Workforce Investment Act, welfare reform, state economic development initiatives, the State Unified Workforce Plan and other emerging programs and legislation throughout the 2008 – 2013 time period.

II. Program Administration

A. STATUTORY REQUIREMENTS

1. Prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec.122(a)(1)]

This document serves as the Oregon Five-Year State Plan, 2008-2013 for implementing the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Oregon Department of Education (ODE) and the Oregon Department of Community Colleges and Workforce Development (CCWD), along with key partners have identified critical focus areas and supporting integrated initiatives and activities to guide implementation of the State Plan over the next five years. Career and Technical Education (hereinafter referred to in this document as CTE) is integral to many ongoing initiatives and programs in Oregon, and is poised to help provide meaningful and relevant secondary and postsecondary education. This State Plan supports Oregon's vision to refine and enhance a connected and integrated <PK-20 > education and workforce system.

The Oregon Carl D. Perkins IV State Transition Plan for 2007-08 was approved by the United States Department of Education (USDOE) in July 2007. The transition year provided Oregon an opportunity to assess the challenges and opportunities of the Perkins IV Act requirements, as well as the needs and opportunities of the larger enterprise of career and technical education. The state priorities during the transition year included the organization and facilitation of four task forces, and development of model CTE Programs of Study (hereinafter referred to in this document as Programs of Study), refinement of the Oregon Skill Sets content standards, and coordination of the Perkins IV Five-Year State Plan with other statewide initiatives.

During the transition year, Oregon decided that the needs of the state would be best served by combining the Perkins Title I Basic and the Title II Tech Prep funding streams for the Five-Year State Plan. At the same time, the Legislature commissioned a CTE Study to inform educators and policy makers on administrative structures, delivery and funding models to provide high quality CTE in Oregon.

The broad areas of work listed below span the five years of implementation (2008-2013) and will assist eligible recipients in meeting or exceeding the state adjusted levels of performance:

- *Create an updated vision for CTE in Oregon using key partners from across the state.*
- *Connect with and leverage Oregon's educational and workforce initiatives.*
- *Refine the industry-based, Oregon Skill Sets framework to serve as an overarching organizer and standards reference tool for career and technical education.*
- *Develop aligned and articulated examples for secondary-postsecondary Programs of Study and foster local implementation; Programs of Study incorporate the academic and technical knowledge and skills and related assessments that comprise a comprehensive design.*
- *Enrich professional development to address the integration of academic and technical content, instructional strategies and technical skill assessment related to Programs of Study.*
- *Collaborate in the identification and implementation of support strategies for recruitment, training and retention of career and technical education instructional staff.*

2. Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of –

2(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas:

- **i)** ***Incorporate secondary education and postsecondary education elements;***
- **ii)** ***Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;***
- **iii)** ***May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and***
- **iv)** ***Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;***

Background

Oregon's State Plan promotes a comprehensive program of academic and technical study that prepares students for both secondary and postsecondary education and careers that are high-skill, high-wage and high-demand.

The following guiding principles are the foundation for the development of the Programs of Study:

1. *Prepare students for the full range of postsecondary options: two-year college, four year college, apprenticeship, the military and formal employment training.*
2. *Provide students with a strong foundation of industry-based knowledge and technical skills that enables students to pursue a wide range of career options in a variety of fields.*
3. *Offer academic and technical preparation in occupationally-specific postsecondary training and in the broader secondary career development program.*
4. *Connect academic and technical curriculum grounded in academic and industry standards.*
5. *Leverage Perkins IV Act requirements and existing initiatives (e.g., high school diploma revision, career pathways, articulation and alignment) to support and integrate curriculum, instruction and assessment.*
6. *Promote joint planning and team-integrated instruction among academic and technical instructors with a secondary to postsecondary integrated instructional focus.*
7. *Use data on student achievement, grade-to-grade transition, high school completion, postsecondary enrollment and postsecondary attainment, to assess success and improve programs.*

<The Program Design and Development Task Force > provided specific recommendations identifying Programs of Study core elements, additional quality design elements, and system-wide policy and process improvements. The recommendations were informed, in part, by the various career pathways initiatives, the Career Clusters Transition Initiative <CCTI> and the high school diploma revision <Diploma Revision>. Many of the task force recommendations have been incorporated into the new Local Plan Guide, 2008-2013, (Attachment 9) and the recommended professional development plans.

CTE Programs of Study Definitions and Core Elements

Oregon defines a CTE Program of Study as a single continuum of study designed by secondary and postsecondary partners. The central construct of a Program of Study is the non-duplicative technical, academic, and career related knowledge and skills (employability/soft skills) that are acquired through a sequence of secondary and postsecondary courses. Oregon's Program of Study definition supports a design that transitions beyond a sequence of courses to aligned secondary-postsecondary standards (i.e. knowledge and skills) and credit articulation. This approach will support the State Board of Education's desire to provide opportunities for proficiency based credit and articulation.

The Program Design and Development Task Force identified four core elements for designing CTE Programs of Study:

1. Standards and Content are academic and technical knowledge and skills. The knowledge and skills are a basis for curriculum and instruction that has the depth and breadth to address all aspects of an industry and prepare students for high-skill, high- wage and high-demand occupations.

2. Alignment and Articulation lead to non-duplicative sequences of courses and/or education experiences. Students receive credit at the next step institution through institutional level agreements to ensure long term sustainability and cross system cooperation.

3. Technical Skill Measurement/Assessment incorporates academic and technical skill attainment measurements and assessments that are designed to meet or exceed state adjusted levels of performance. Assessments meet the state criteria for external, valid and reliable assessments.

4. Student Support Services provide guidance, advising and resources to assist students to transition through the educational continuum towards a career goal or next step educational opportunity.

Historically, Oregon's secondary and postsecondary programs have been developed independently. The concept of a single, cohesive, secondary-postsecondary continuum of study constitutes a significant paradigm shift for program design and development. During the transition year, each eligible recipient is to develop at least one Program of Study. However, over the next five years, all eligible recipients are required to meet the Programs of Study criteria.

Rigorous Academic and Technical Skill Integration and Achievement

The State Board of Education maintains an emphasis on rigor, relevance and relationships. The State Board's revision of the new high school diploma requirements has resulted in an increase in the rigor of secondary academic content standards, a proposed merging of Oregon's

Career Related Learning Standards into Essential Skills, and a commitment to comprehensive guidance and counseling to ensure personalization of each and every student's educational experience.

The implementation of the diploma requires collaborative work in all three education sectors to define appropriate standards in core content areas, and to agree on suitable methods for assessing mastery. Secondary CTE instruction is guided by Oregon's Academic Content Standards. The integration of <academic> and technical standards will be identified through the <Oregon Skill Sets>.

Oregon began the process of aligning career and technical education programs to the national Career Clusters initiative of 2004-2005. The USDOE Office of Vocational and Adult Education (OVAE) identified <16 career clusters> representing career opportunities for the 21st century economy. Oregon chose to refine the 16 national career clusters to six Career Learning Areas based on the state's workforce opportunities and the educational delivery system. The Oregon Skill Sets framework includes academic, technical and career related knowledge and skills by career areas. Oregon's six Career Learning Areas are: Agriculture, Food and Natural Resources; Arts, Information and Communication; Business and Management; Health Services; Human Resources and Industrial and Engineering Systems.

The academic and technical skill requirements of community colleges are determined at the college level by CTE faculty with the input of advisory committees that include business, industry and labor representatives. Community college curriculum must be approved by college curriculum review committees, receive a recommendation for approval at the state level by the Office of Educational Improvement and Innovation (EII) and/or the Department of Community Colleges and Workforce Development (CCWD), and final approval by the State Board of Education. State administrative rule requires that students must receive collegiate level instruction in order to receive credit towards a Certificate of Completion or Associate of Applied Science degree (AAS) (OAR 589-006-0050). Additionally, every ten years the Northwest Commission on Colleges and Universities conducts an institutional and program review.

With the increased rigor in the high school diploma, it is expected that secondary students will enter community colleges and universities with higher levels of academic preparation. As a result of this higher achievement, postsecondary programs may need to evaluate the impact on their instruction. This impact could require an adjustment of postsecondary academic requirements to challenge students to their full potential, and to better prepare them to meet the ever-increasing academic and technical requirements of the workforce.

Secondary/Postsecondary Alignment and Articulation

Programs of Study necessitate the alignment of knowledge, skills and outcomes between secondary and postsecondary partners. Work on the alignment process began during the Perkins IV Act transition year (2007). Oregon's Academic Content Standards (secondary), the Oregon Skill Sets knowledge and skills, and any additional industry standards necessary, will be developed into a single, cohesive continuum. Due to dramatic differences in the size and capacity of both secondary and postsecondary programs, the breadth and depth of skill attainment may vary. However, all students are expected to enter and leave postsecondary programs with a strong academic and technical foundation and be prepared for the next step in educational progress and career preparation.

As noted in the Introduction to this State Plan, the <Unified Education Enterprise (UEE)> continues to develop strategies and policies that support greater alignment of academic outcomes among the education sectors (high school, community colleges, university system).

Progress toward Certificates, Degrees and Credentials

At the secondary level, Oregon's comprehensive guidance and counseling programs, the related Education Plan and Profile, "College Now" dual credit opportunities, and career pathway initiatives are creating a greater focus on careers, credentials and employment opportunities. At this point, only a few secondary programs have the capacity to offer an industry credential in addition to the high school diploma. Factors that affect this capacity include limitations on equipment, facilities, and available resources including funding and staff. Oregon has only one regional secondary education technical skill center; however, partnerships for regionally based instruction are emerging. One example is the Regional Technical Education Consortium (R-TEC). The R-TEC incorporates the elements of an advanced technology career center, distance learning and public-private educational partnerships. They also manage the region's summer academy in manufacturing technology.

Additionally, with the increased biennium investment by the 2007 Oregon Legislature in the ODE's Virtual School District ($1.6 million) and in the community college distance education programs ($1.38 million), there will be an improved infrastructure to support distance education. It is projected that there will be more opportunities for students to acquire critical courses for industry certification and these opportunities will be more accessible to students.

In the 2005-2006 Annual Performance Progress Report for Oregon, two of the strategies identified by CCWD for improving performance related to preparation and training for the workforce were to: (1) provide sufficient numbers of high quality and relevant courses and programs to prepare individuals to pass licensing exams; and (2) provide training on current/incumbent worker best practices that help elevate the skills of individual employees and increase overall capacity to provide comprehensive workforce training services. Continued progress is being made in both of these areas. <CCWD Key Performance Measures (KPMs)>

As a strategy to keep students engaged and to increase student access to education, the National Governor's Association <Career Pathways> initiative has promoted the creation of community college Career Pathways Certificates of Completion. These Certificates of Completion may have a narrow spectrum of technical outcomes, and they are achieved through a short duration of instruction. In Oregon, it is projected that this approach will provide students and employers a more immediate and affordable credential, and potentially earlier employment.

Implementation

Currently, approved CTE programs at Oregon's community colleges include documentation of labor market need and employment opportunities. Oregon will now require both secondary and postsecondary Perkins' supported CTE programs to show program relevance to labor market needs and preparation for high-wage and high-demand careers in current or emerging occupations.

Perkins funds for state leadership will be utilized to identify successful models and practices of Programs of Study, develop an online CTE< resource portal>, and support professional development and technical assistance for CTE staff. Support may also be provided to partnerships that address critical CTE needs. The Program Design and Development Task

Force identified key focus areas relating to alignment, dual or concurrent enrollment, and postsecondary credentials and awards.

The following focus areas will guide Programs of Study development and implementation during 2008-2013.

Focus areas for implementation:

- *Refine the existing Oregon Skill Sets framework to use as foundation standards for industry aligned career and technical education standards.*
- *Ensure standards-based, aligned curriculum, instruction and assessment in all Programs of Study.*
- *Promote and support the development of secondary to postsecondary regional strategies that enable horizontal and vertical alignment and articulation in the Programs of Study.*
- *Identify models of rigorous CTE courses, of integrated academic and technical content, through Oregon's Credit by Proficiency policy.*
- *Use the Comprehensive Guidance and Counseling Framework to integrate student support services into the Programs of Study.*
- *Utilize and promote the resources that identify postsecondary degrees, credentials, awards or licensure that address global, state and local high-skill, high-wage and high-demand occupations.*

2(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Background

For over 20 years Oregon has maintained a regional infrastructure that supports implementation of career and technical education programs. This infrastructure, referred to as the CTE Network, works collaboratively with state and local staff in providing technical assistance, developing program implementation strategies, conducting program review and approval, and disbursing resources. Through this ongoing collaboration, it is possible to maintain a state system that meets federal and state requirements, but one that is also responsive to local and regional needs and goals.

During the transition year of Perkins IV Act implementation and State Plan development, the ODE\EII and CCWD staff along with the CTE Network evaluated current practices in relationship to (1) the Perkins IV Act requirements, (2) the goals of the State Board of Education, and (3) related initiatives. These processes involved stakeholders from across Oregon representing education, workforce and related agencies.

The key elements to the Programs of Study implementation plan outlined for the five-year implementation process include:

- Goals (benchmarks and performance measures).
- Requirements, strategies, activities, timelines.
- Key policy decisions, related supporting documentation and guidelines.
- Continuous improvement planning and evaluation.

State staff support for the activities identified in the implementation plan will be provided by the ODE/EII and CCWD. Direct support to the individual secondary schools will be provided through the Regional Coordinator/CTE Network, and the proposed ODE/EII and CCWD technical assistance model.

Guidance to local eligible entities will be provided through:

- 2008-2013 Local Plan Guide. (Attachment 9)
- <Online Perkins resource portal>.
- Professional development. <Professional Development Recommendations>
- Continuous Improvement Technical Assistance Plan. (Attachment 11)

Implementation

Many activities are underway to further develop a strong foundation for CTE Programs of Study. Not only is Oregon developing a standards-based approach, it is also initiating the foundation work for technical skill measurement/assessment.

Focus areas for implementation:

- Develop models and strategies that guide the transition from current program design to the new Programs of Study.
- Develop guidance for the selection of tools or instruments for measuring/assessing technical skill attainment.
- Collaborate with CTE partners to implement statewide CTE professional development and implement technical assistance as needed.
- Encourage the use of multiple delivery models, including distance education, to extend resources for students.

2(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Background

The SBE and the Oregon Legislature have long-standing commitments to supporting articulation agreements among education partners. <Dual Credit, Tech Prep >and concurrent enrollment are supported and utilized throughout the state. In addition, the 2005 Oregon State Legislature required the implementation of the <Expanded Options> program. This program provides a funding mechanism for secondary students to attend eligible postsecondary institutions and earn college credit (OAR 581-022-0102). In 2006, the SBE expanded the <Credit for Proficiency> Rule (OAR 581-022-1131) to ensure that all school districts offer a Credit for Proficiency option (students earn credit based on demonstrated skill attainment). The Northwest Commission on Colleges and Universities allows community colleges to employ credit for prior experiential learning, a parallel opportunity for postsecondary students.

Other articulation options that are available to postsecondary students include local and statewide articulated credit through community college statewide programs (e.g. Retail Management Certificate of Completion, Apprenticeship, Statewide Associate of Applied Science (AAS) degree, and Emergency Medical Technician AAS). Also available is the Oregon Transfer Module (OTM). The OTM ensures that students get full credit for their academic attainment in

any Oregon community college or institution that is a member of the Oregon University System. Oregon is exploring the utility of this model for CTE students transferring to a university.

In the past, course-to-course agreements have been the prevailing methodology to develop articulation agreements between secondary to postsecondary programs. The Program Design and Development Task Force clearly stated that a uniform knowledge-skills-outcomes based system would be more beneficial to students.

Direct technical assistance for articulation is provided at the regional and local level through the eighteen Regional Coordinators. The Coordinators assist secondary and postsecondary institutions in developing and effectively implementing local articulation agreements.

Statewide articulation opportunities are promoted through the leadership of the Regional Coordinators and community college staff, as well as state staff who provide professional development and technical assistance. There are ongoing opportunities for secondary and postsecondary faculty to collaborate on alignment, program design, curriculum, and valid and reliable assessments.

Implementation

Groups such as the <Joint Boards' Articulation Commission> (JBAC) and the Unified Education Enterprise (UEE), and the State Board of Education (SBE), are actively working to create a stronger, more aligned and articulated PK-20 system. All students are the benefactors of this statewide effort. The work of the Perkins task forces will help inform and support the work of the UEE as they strive for efficiency and effectiveness in the alignment of the PK-20 system.

A statewide articulation conference is conducted annually. This year, Oregon will host the 2008 national articulation conference, which will provide additional professional development opportunities for college staff.

Currently, degree courses are so tightly designed that articulated elective courses may not have currency as credit in a degree program. In response to this issue, the Program Design Task Force indicated a strong desire to introduce articulation agreements based on proficiency for the knowledge, skills and experiences achieved through a Program of Study. This methodology would ensure that students are given full credit for their program related achievements.

Focus areas for implementation:

- *Utilize knowledge, skills and outcomes as the key foundation elements for articulation agreements between secondary programs, community colleges and four-year colleges/universities.*
- *Encourage programs to set aside faculty time to develop joint agreements.*
- *Ensure that institutional level agreements are identified and maintained.*
- *Advocate and support the development of common terminology and templates.*
- *Advocate for a central online system to inform students of articulation opportunities.*
- *Advocate for a common, on-line, student portfolio system to provide accessible documentation of student achievement.*

2(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Background

Because career and technical education is integral to Oregon's comprehensive K-12 and community college educational system, it is essential to maintain partnerships and communicate with stakeholders (e.g. educators, state and local agency staff, and business professionals). These partners assist in sharing information and promoting opportunities. (Attachment 14) The support that CTE receives is highlighted by the numerous websites and programs that include CTE as an instructional strategy and where it is a part of strategic planning and annual reporting.

This year, the identification of the critical need for CTE instructors and workforce projections prompted statewide discussions and increased awareness about the important role CTE plays in education. Numerous organizations such as the Oregon Workforce Investment Board (OWIB), Northwest Automobile Trade Association (NATA), Manufacturing 21, and the Oregon Forest Resources Institute (OFRI) have included CTE in their strategic plans; these plans are shared across the state.

Oregon's Partnerships for Occupational and Career Information (POCI), includes representatives from the <Career Information System (CIS)> and the <Oregon Employment Department (OED)>, Oregon Department of Community Colleges and Workforce Development (CCWD) and the Oregon Department of Education (ODE) as key partners in the dissemination of information to support occupational exploration, educational planning, and career transitions. Currently, both OED and CIS are piloting an online module for connecting students to local businesses, OED through matching students with potential internships and job shadows and CIS through providing local business information and volunteer connection for all types of school-to-career programs. CIS continues to work closely with ODE staff to utilize the Oregon Skill Sets in developing individualized career-related learning plans and Extended Applications, as well as deliver tools to create, manage, and articulate education plans and document career-related diploma requirements. CIS is continuing to refine its information to better align with emerging work from the Oregon Skill Sets.

Oregon's local professional development requirement and the proposed Continuous Improvement-Technical Assistance Plan (Attachment 11) ensure that information is being disseminated as part of a continuous improvement process.

The statewide communication strategies resulting from the high school diploma revision also address CTE instruction as an integral element of graduation credit. Additionally, the career pathways initiatives and the related promotional activities provide students and employers with information regarding careers, education and training requirements and opportunities. The <WorkSource Oregon> website includes the community college pathway activities.

The Oregon Legislature receives CTE updates upon request and during the legislative sessions. State staff and local stakeholders provide information that relates to the Legislature's deliberations. In 2005, the Legislature commissioned a CTE Task Force to identify key issues related to Oregon's career and technical education. In 2007, the Legislature requested a CTE Study to analyze governance and funding models in several other states, and assess current and future funding structures that could enhance support for CTE in Oregon. This information is

providing the Legislature and the SBE additional insight into the value of CTE instruction as well as the funding challenges and opportunities.

Implementation

Part of the responsibility of the ODE/EII and CCWD Career and Technical Education staff is the coordination and dissemination of information. Staff will continue to provide information through the ODE and CCWD website, answer phone calls and e-mail requests, make presentations at educator and administrator conferences and to the State Board of Education. Ongoing venues where information, issues and opportunities are addressed by state and local staffs include: the Oregon Association of Career and Technical Education Conference, secondary and community college administrator meetings, Oregon Workforce Investment Board (OWIB) and the Superintendent's Summer Institute.

Focus areas for implementation:

- *Connect with and leverage Oregon's educational and workforce initiatives (i.e. diploma requirements, Oregon Workforce Investment Board Strategic Plan, career pathways initiatives).*
- *Explore the feasibility of a centralized link to on-line resources for models and resources.*
- *Ensure the use of the student Education Plan and Profile (high school diploma requirement) for documentation that students have identified a career area of interest and have developed plans to lead to their next step.*
- *Support the updating and ongoing refinement of a student friendly career information system.*
- *Ensure that professional development is available.*

2(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Background

Student capacity to use technology appropriately is essential in our global economy. In Oregon, State Board of Education Technology Standards require students to be technologically literate by the end of 8th grade. Beyond that level of literacy, Oregon requires the curriculum to incorporate current, relevant, technology where fluency with technology is expected and/or required and to the degree that students acquire knowledge and skills that will help them be successful in entry-level positions. At the postsecondary level, technology is incorporated based on industry level requirements and to the degree that resources are available. The 2007 Oregon Legislature increased funding for the Oregon Virtual School District and community college distance education programs. The outcomes of this investment may lead to greater use of related technology-based instruction.

Implementation

The integration of technology is fundamental to a Program of Study. Depending on local capacity (e.g., staff, facilities, funds for equipment and policy, strength of industry partnerships) the ability to provide state of the art technology varies. However, the following focus areas will ensure that the state and eligible recipients continue to address this important component:

***Focus areas for implementation*:**

- *Ensure technology skills are identified in the Oregon Skill Sets.*
- *Utilize local plans to identify and approve technology purchases that are essential to instruction in Programs of Study.*
- *Provide professional development focusing on use of appropriate instructional technology in curriculum, instruction and assessment.*
- *Encourage the use of distance education and related communications technology to increase access for students in rural and remote areas.*

2(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will --

i. Promote continuous improvement in academic achievement;

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current and emerging occupational opportunities;

Background

Oregon is currently revising the secondary CTE program approval criteria to ensure all requirements defined in Section 134 of the Perkins IV Act are met in the initial CTE program approval application, and in the four-year renewal process.

Planning and Eligibility

At the secondary level, Perkins-eligible recipients submit an initial program application seeking standard program approval for a four-year period. In isolated cases, a program may be approved for a two-year developmental period until all of the standard approval criteria can be met. Once approved, this application is kept current through an annual audit and update. At the end of four years, a renewal application is submitted. The CTE program approval process is managed regionally by the CTE Regional Coordinator who reviews the application and conducts a site visit before forwarding the application to the ODE\EII office. (Attachment 10)

Historically, community college programs have become Perkins' eligible as a result of the State Board of Education (SBE) program approval process. However, the existing SBE criteria do not address the cohesive, integrated, secondary-postsecondary connection to the degree that the Perkins IV Act requires. Therefore, Oregon is in the process of identifying methods to provide joint secondary-postsecondary co-approval for the Program of Study. Potentially, this could mean that a new Program of Study might originate at the postsecondary level and the college pathway roadmap would include the secondary component, or the secondary renewal process would require a roadmap that spanned the postsecondary component. State staff will work with key partners to define an efficient process that also meets the revised requirements.

Perkins Grant Cycle

The Perkins Grant Cycle is supported by the local five-year planning process and the Continuous Improvement Process (CIP)/Perkins Budget Narrative and Spending Workbook. These documents are reviewed and approved in the state office by the Perkins Grant Management Specialist. (Attachment 15)

Performance Data

<Student performance data > is submitted annually through the Oregon Department of Education's consolidated student data collection system and the Oregon Community College Unified Reporting System (OCCURS). Data is reviewed locally, regionally and at the state level. Programs that are not reaching the performance target will be offered assistance as identified in the state's CTE Continuous Improvement-Technical Assistance process. (Attachment 11)

Reporting on the new program benchmarks identified in the Local Five-Year Plan, 2008-2013, will be based on qualitative and quantitative information. (Attachment 9) These benchmarks align with the four core elements: (1) Standards and Content, (2) Alignment and Articulation, (3) Technical Skill Measurement/Assessment, and (4) Student Support Services.

Implementation of Oregon's eligibility criteria will require the amendment of processes and policy. The following draft criteria have been identified:

2008-2013 PERKINS IV SECONDARY CTE PROGRAM DESIGNATION MATRIX

***Implementation:* Approved Perkins III CTE programs will need to meet Perkins IV eligibility criteria* at the time of scheduled renewal beginning July 1, 2008 for continued access to Perkins IV funds.**

CTE PROGRAM ELEMENT	* PERKINS-ELIGIBLE CTE PROGRAM
Funding Support	Federal & Local Funds.
CTE Foundation Criteria: ▪ Equitable access. ▪ Aligned to CTE standards. ▪ Aligned to careers.	Required.
CTE Program of Study Criteria: ▪ Foundation criteria for state recognition. ▪ CTE Program of Study criteria. ▪ Aligned standards-based curriculum, instruction and assessment. ▪ Alignment of appropriate academic standards in the sequence of CTE Program of Study courses. ▪ Valid and reliable skill assessments that are aligned to industry-based standards. ▪ Career development and planning; student support services.	Required.
Required ODE approval on file to document Perkins eligibility.	Required ODE Approval. Program of Study Application.
Annual updates to approved CTE programs to sustain Perkins eligibility and CTE teacher licensure *(Annual Program Review).*	Required.
Renewal of CTE Program of Study approval or ODE program recognition every 4 years.	Required.
Annual submission of CTE program and student data for Perkins accountability.	Required.
CTE program continuous improvement.	Required.
Exposure to federal accountability sanctions.	Yes.
Highly-qualified CTE teachers.	Required. TSPC licensed teacher with appropriate. CTE endorsement aligned with approved CTE Program of Study
Meets CTE Diploma Requirement.	Yes

2008-2013 PERKINS IV POSTSECONDARY CTE PROGRAM ELIGIBILITY CRITERIA

***Implementation:* Postsecondary must meet Perkins IV eligibility criteria* as documented in the local Perkins 5-Year State Plan and annual updates to access Perkins funds that support the postsecondary component of the state-recognized CTE Program of Study.**

CTE PROGRAM ELEMENT	* PERKINS-ELIGIBLE CTE PROGRAM OF STUDY
Funding Support	Federal & Local Funds
CTE Foundation Criteria: ▪ Equitable access. ▪ Aligned to CTE standards. ▪ Aligned to careers.	Required.

CTE Program of Study Criteria:
▪ Foundation criteria for state recognition.
▪ CTE Program of Study criteria.
  ▪ Aligned, standards-based content, instruction and assessment,
  ▪ Alignment of appropriate academic standards in the sequence of CTE Program of Study courses.
  ▪ Program articulation and alignment between the secondary component and the postsecondary component of the CTE Program of Study.
  ▪ Valid and reliable skill assessments that are aligned to industry-based standards.
  ▪ Student support services for students enrollment in a CTE Program of Study.
	Required.

Approval on file with ODE to document Perkins eligibility.	▪ Required State Board of Education Approval. ▪ ODE Recognized CTE Program of Study. [Joint Program of Study registration with partnering secondary schools or consortium of schools]
Annual updates to *(Annual Perkins 5-Year State Plan Updates).*	Required.
Annual submission of OCCURS data for Perkins accountability.	Required.
CTE program evaluation as required by accreditation.	Required.
Exposure to federal accountability sanctions.	Yes.

Implementation

The Program Design Task Force recommended that secondary and postsecondary programs be approved as a single unit that reflects the cohesive Program of Study concept. The feasibility of a new process will be considered during the five-year implementation period.

***Focus areas for implementation*:**

- *Implement the Continuous Improvement-Technical Assistance Model including the use of local program improvement plans if eligible recipients do not meet 90% of their negotiated levels of performance.*
- *Require local collection, reporting and analysis of CTE concentrator performance data as a criterion for Perkins eligibility.*
- *Provide training for accurate data submission and school or program data analysis for the purpose of program improvement.*
- *Revise the Quality Assurance and Program Approval Criteria to align with the secondary-postsecondary shared Program of Study concept.*
- *Refine the Oregon Skill Sets to reflect industry based technical skills and reflect standards for both secondary and postsecondary instruction.*
- *Collaborate with the Oregon Employment Department in the maintenance of a web-based, regional and statewide list of high wage, high demand occupations in new and emerging occupations.*

2(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Background

Oregon is fortunate that the newly revised high school diploma requirements and the Programs of Study align to guide students to achieve a high school diploma. The diploma redesign and the career pathways development create a perfect environment for the development and implementation of the Programs of Study. The Oregon diploma requirements support rigorous, personalized learning that also reinforces the goals and opportunities of Programs of Study requirements include:

- Academic achievement (24 credits)
  - ☐ English: 4 credits
  - ☐ Math: 3 credits (at the algebra 1 level or higher)
  - ☐ Science: 3 credits
  - ☐ Social Science: 3 credits
  - ☐ Health: 1 credit
  - ☐ PE: 1 credit
  - ☐ Second Language/Art/Career & Technical Education: 3 credits
    (the number of credits required in this area; which may be earned in any combination of the subjects, was raised from 1 credit to 3).
  - ☐ Electives: 6 credits
- Career Related Learning Standards/Essential Skills.
- Career Related Learning Experiences.
- Education Plan and Profile.
- Extended Application (applied learning project). <Diploma>

Along with the high school diploma requirements, Oregon Programs of Study are designed to accommodate the needs of each student. The identification of the progression of knowledge and skills and applied learning experiences provides students with a developmentally appropriate continuum of learning. Infused academic instruction at naturally occurring points provides all CTE students the opportunity to develop academic skills in context. Students will also be able to demonstrate proficiency through an authentic Extended Application at the high school level.

Instructional and administrative strategies to support graduation for all students will be identified and made available through the ODE website and professional development opportunities. It is expected that the recommendations of the high school diploma requirements task forces, and groups such as the Oregon Workforce Investment Board (OWIB) Youth and Education Committee, will be integrated with research-based strategies that support student diploma attainment. Opportunities such as Credit for Proficiency, Expanded Options, and dual or concurrent enrollment will be encouraged and integrated into curriculum design. ODE continues to support and promote student leadership organizations and activities as a means of student engagement and applied learning. Efforts are underway to determine methods to expand these important opportunities to all students.

Student Support Services is a core element in the Program of Study. The integrated nature of Oregon's high school reform initiatives provides teachers with the opportunity to collaborate with instructional and support services staff; these staff specialize in ensuring success for students with individual or special needs. Strategies such as integrated instruction and student communities of learning will be incorporated into professional development and technical assistance.

High school graduation rates are reported and monitored through Oregon's integrated data collection system. Regional Coordinators and state staff review the data annually. Technical assistance is available to interpret and define new strategies to improve the data quality and student progress. Collaborative state and local technical assistance will be provided to CTE programs that are not able to meet the high school graduation performance indicators.

Implementation

As a part of the state's high school diploma revision and implementation process, the Programs of Study implementation will align and leverage emerging resources and professional development.

***Focus areas of implementation*:**

- *Identify appropriate accommodations and modifications that prepare all students for secondary graduation and postsecondary academic elements in the Program of Study.*
- *Promote local review of disaggregated data for the purposes of evaluating the progress of different student populations.*
- *Identify research-based practices that are relevant to increasing student graduation rates.*
- *Identify technical assistance for CTE programs in need of support based on the analysis of disaggregated CTE student performance data.*
- *Continue technical assistance and training to foster implementation of comprehensive guidance and counseling.*
- *Identify advocacy approaches to support postsecondary special populations.*

2(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Background

ODE has created, in collaboration with the Oregon Employment Department serving as the lead agency, CCWD and the Oregon Workforce Investment Board, definitions for High-Skill, High-Wage and High-Demand. (Attachment 8) Oregon's Program of Study design will focus primarily on high-wage and high- demand occupations. Given Oregon's definition for high-skill (knowledge and skill that requires additional education or training beyond high school) the criteria for high-skill will be met through the design of a secondary-postsecondary Program of Study. CTE students are guided to high-wage and high-demand occupations through a variety of instruction-based activities, which may include but are not limited to the following:

Career Exploration

<Oregon's Comprehensive Guidance and Counseling Framework> and the student Education Plan and Profile provide tools for secondary students to identify and explore career areas of interest before entering a postsecondary program. Most of Oregon's community colleges and universities have ongoing programs that bring students to the campus for college and career exploration.

Advising and Counseling

High school and community college staff are well aware of the need for student advising and guidance. While most programs have some form of guidance and counseling, the lack of adequate numbers of guidance/advising staff is supplemented by online information, instructor guidance and, in some cases, industry mentors. Career pathways graphics and roadmaps that illustrate the education path from high school to university are offered on websites, in secondary schools, in college catalogues, and in hard copy pamphlets. These guidance resources are produced in other languages as well as English (Oregon's rapidly growing population requires materials to be produced in Spanish, Russian and a number of Southeast Asian languages and dialects). Additional resources include the <Career Information System> (CIS) and numerous workforce and campus research and communication tools. This information is used to design programs and provide students with current and valuable information relating to career and employment opportunities.

Identify Knowledge and Skills

Oregon's Program of Study requires rigorous academic and technical skill attainment along with appropriate assessments and support for each student, including special populations students. Clearly identified knowledge and skills found in the Oregon Skill Sets and industry-based standards will provide students with a greater understanding of what they must know and do for entry into high-skill, high-wage and high-demand fields, in current or emerging occupations.

Local Programs of Study are developed with the assistance of local workforce boards and advisory committees. Members of these groups help to analyze and interpret state and regional reports and data from professional and trade organizations relevant to high-skill, high-wage and high-demand occupations. As a part of the postsecondary approval process, colleges must demonstrate that the programs meet current industry standards and that there is adequate demand for the graduating students. Secondary programs maintaining a Program of Study with

a community college will experience a relevant alignment to high-skill, high-wage and high-demand current or emerging occupations.

Experiential Learning
Secondary students benefit from student leadership opportunities, job shadows, career development days, career fairs and programs like Women-In-Trades Day. Community colleges also provide work-based learning, co-op work experience and internships.

Implementation
Because of the existing SBE program approval requirements, most community colleges are well positioned to address the new criteria relating to high-wage and high-demand occupations. The opportunity to develop a program is based, in part, on labor market indicators, program capacity and potential student enrollment. At the secondary level, the learning process must address the developmental needs of adolescents. Advanced knowledge and skills relating to high-skill, high-wage and high-demand occupational preparation are addressed based on secondary program capacity, which includes student enrollment and program resources (e.g. qualified instructor, equipment, facilities, and enrollment). However, utilizing a central construct of knowledge and skills, and not just a sequence of courses, Oregon will develop pathways that guide students to high-skill, high-wage and high-demand careers.

Focus areas for implementation:
- *Provide examples of effective instruction to ensure each student can progress to their next appropriate skill level.*
- *Provide for student and parent access to career pathway roadmaps, graphics and web-based resources.*
- *Promote and encourage student leadership, career fairs and skill development activities.*
- *Encourage the use of applied learning experiences including internships, job shadows, apprenticeships and work-based learning.*
- *Promote connections to community college bridge programs and student services.*
- *Collaborate with key educational and workforce partners to share high-skill, high-wage, and high-demand communication strategies.*
- *Promote activities that bring students together with business and industry partners.*
- *Limit the focus of Perkins eligibility to Oregon identified program areas leading to high-wage and high-demand occupational areas.*
- *Ensure the Oregon Skill Sets clearly identify the technical skills for high-wage and high-demand occupational areas.*
- *Crosswalk academic skills identified in the Oregon Skills Sets and Oregon Academic Content Standards (secondary) with industry standards required for high-wage, high-demand occupational areas.*

2(i) How funds will be used to improve or develop new career and technical education courses --

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

ii. At the postsecondary level that are relevant and challenging; and

iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Background

Even though there is a CTE teacher shortage, new programs are emerging. Programs such as the Renewable Energy Technology Certificate of Completion, the Statewide Retail Management Certificate of Completion, and the Wine Marketing Associate of Applied Science (AAS) degree are examples of community college responsiveness. Many of these programs, designed in response to industry requests, use Perkins funds to support developmental costs.

Community college Career Pathway Certificates of Completion are also under development. These Certificates of Completion provide for a progressive series of courses that lead students from short-term educational experiences to the culmination of an AAS degree, and in some cases, a baccalaureate degree. Pathway Certificates of Completion, that are designed to meet the Program of Study criteria, will provide opportunities for new courses that are responsive and flexible to workforce needs.

Implementation

Professional development will be essential to Oregon's implementation plan. The Professional Development Task Force recommended that the primary, immediate focus must be on instruction. Oregon will incorporate many of the <Professional Development Task Force recommendations> to ensure aligned, rigorous and challenging curriculum and instruction.

Perkins resources will also support the validation panels for the Oregon Skill Sets, industry standards, and the various activities necessary to develop criteria and identify tools for technical skill assessment. It will be necessary for the assessments to align to curriculum and instruction based on current or projected industry standards.

***Focus areas for implementation*:**

- *Require eligible recipients to plan and implement strategic activities that address Oregon's five benchmarks including Standards & Content. At the secondary level, a progress marker for this benchmark is the measurement of academic performance as defined by the Elementary Secondary Education Act, 1965/ No Child Left Behind Act of 2001.*
- *Continue the requirement of an academic performance measure for postsecondary CTE programs and strategic planning for instructional activities that will ensure CTE students meet this performance requirement.*

2(j) How Oregon will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

Background

The Oregon high school diploma redesign and the career pathway development make a perfect environment for the development and implementation of Programs of Study. State staff can easily position Programs of Study as a capacity lever for the implementation of the redesigned diploma and career pathways. But what does this mean for Tech Prep?

Oregon has a strong legacy of solid regional partnerships. Each of the state's 17 community colleges maintains a consortium with high schools in the community college district. Many of

these regional consortia have been functioning for over twenty years; they provide significant capacity for Oregon's CTE system. These regional consortia have been the recipients of Perkins Tech Prep Funding. In an analysis of consortium work, early implementation examples of the new diploma requirements and career pathways emerged. Additionally, as Oregon plunged deeply into the Programs of Study discussion with our regional consortia, it became clear there was overlap, and in some cases, duplication between Programs of Study and Tech Prep. It was decided that a priority should be to provide models that are clearly understood and enhance local capacity for high school diploma requirements and career pathway implementation, as opposed to providing duplicative programs. Conversations with the regional consortia resulted in the recommendation to consolidate our efforts into Programs of Study as the mainstream CTE model and merge Tech Prep Funding into the Basic Grant to support our focus.

It was confirmed by our regional consortia that they wanted to maintain a regional allocation of funding to promote collaborative efforts and support continuous improvement. In response, Oregon will use the Regional Reserve Fund to sustain the regional momentum fostered by the regional consortia. Many of the Tech Prep functions will continue, but in a new context. Oregon has found a balance that honors the foundation developed by Tech Prep and institutionalizes this foundation in a new generation of Oregon CTE.

Implementation
Oregon will merge the Perkins Title II, Tech Prep funding stream with the Title I, Basic Grant.

2(k) How funds will be used effectively to link academic and career and technical education at the secondary level and postsecondary level in a manner that increases student academic and career and technical achievement; and

Background
A Perkins funded Program of Study must address both academic and technical skill attainment. As noted earlier, one of Oregon's priorities is the refinement of the Oregon Skill Sets in conjunction with industry standards for use as technical standards.

The Program Design and Development Task Force for the Transition Plan purposely chose to use knowledge and skills as a central construct to the Program of Study. This level of alignment compels secondary and postsecondary programs to work collaboratively. Funds and resources will be necessary in order to provide faculty the time and tools for this curriculum revision and refinement work.

Implementation
It is important to align curriculum and technical skill assessments and industry credentials. Perkins funds for state leadership will be used for consulting with industry partners and advisory committees to identify commercial assessments and construct locally developed, state approved assessments.

Perkins funds for state leadership will be used to refine the Oregon Skill Sets for use as technical content standards, support integrated instructional projects such as <Math in CTE>,

and design and implement professional development that is focused on curriculum, instruction and assessment.

Additionally, Oregon would like to identify and provide opportunities and resources for the development and vetting of exemplar Programs of Study. These Programs of Study must be developed and based on principles that are research-based, or otherwise proven to be effective.

***Focus areas for implementation*:**

- *Foster development of regional strategies that encourage collaboration and resource sharing among school districts, community colleges and business and industry.*
- *Explore sharing faculty within and between educational institutions.*
- *Encourage implementation of coherent and comprehensive policy and process to support alignment and articulation.*
- *Promote professional development of academic and technical "teams" of teachers that result in secondary CTE students being prepared for postsecondary program entrance.*
- *Promote distance education.*

2(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A-L)]

Background

The State Board of Education (SBE) encourages the integration of academic and CTE technical instruction; it is understood that CTE provides a relevant context for learning and can be effective in keeping students engaged and excited about learning. As Programs of Study are designed and new program applications are submitted, documentation will be required that demonstrates the alignment of academic and technical knowledge and skills for the Programs of Study.

Additionally, local secondary eligible recipients are required to conduct a self review every four years. This self evaluation includes an assessment of the integration of academic and technical content at naturally occurring points in the instruction. This review also requires a site visit and consultation and approval by the CTE Regional Coordinator. Qualitative information will be available from these reports. In the self review and annual report, program staff will be required to identify progress on the benchmarks (i.e. 1) standards and content and 2) alignment and articulation). (Attachment 9)

Oregon requires both secondary and postsecondary programs to submit performance data for academic and technical skill attainment. Local CTE program staff, Regional Coordinators and state staff review this data. Should the data indicate a need for improvement, technical assistance will be provided.

Implementation

The integration of academic and technical skill instruction is a work in progress. Through the diploma requirement revision and implementation and the Perkins Programs of Study, there will be opportunities to determine the degree to which eligible recipients are responding to this

challenge. Oregon will continue to refine the process to collect this information as the five-year implementation unfolds.

Focus areas for implementation:

- Align the Oregon Skill Sets, industry standards, and academic standards.
- Utilize basic grant and Regional Reserve Fund annual reports of eligible recipients to obtain indicators of integration (e.g. incorporation of CTE in diploma requirements).
- Monitor the work of projects such as Math in CTE to determine the statewide scale of implementing integrated project training.
- Identify the integration of technical/academic content in sample curriculum provided by the field.
- Identify technical/academic content in Career Pathway Certificates of Completion and AAS Degrees and Options.
- Identify the frequency of teacher preparation courses offered in an integrated format (e.g., Agriculture and Science).
- Encourage the acquisition of Science, English or Math endorsement by CTE teachers.
- Encourage leverage funding and support professional development coordinated between disciplines.

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3. Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that --

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

(c) Is high quality, sustained, intensive and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec.122(c)(2)(A)-(G)]

Background

The Perkins task forces identified CTE teacher shortage (including preparation and retention) as the number one obstacle to the success of CTE in Oregon. This State Plan creates the context for building, equipping and retaining an educator workforce to meet the pedagogical and technical challenges facing CTE instructors.

Currently, Oregon has four CTE university-level teacher preparatory programs. Teachers may also enter the profession directly from the workforce. The independent state agency, <Teacher Standards and Practices Commission (TSPC)>, provides an alternative process for secondary CTE licensure and endorsement for teachers. Secondary teachers who complete the three-year endorsement process are required by TSPC to have a professional development plan. At the community college level workforce experience is a priority when hiring faculty.

It is important to note that nearly all secondary CTE in Oregon is delivered through comprehensive high schools and community colleges. This enables CTE instructors to take advantage of school and college-wide professional development programs that are designed for all students, including special populations and students in non-traditional occupations. Specific CTE professional development is, in turn, made available to any staff member that supports a Program of Study. Administrators and counselors are expected to support CTE equally with other instructional programs within the comprehensive high school or college by engaging in appropriate CTE professional development activities.

Community colleges encourage workforce education faculty, career development personnel, and administrators in workforce education programs to continue their professional development throughout their careers. While colleges support life-long learning and professional development, the implementation of a professional development policy is a local decision. However, Perkins funded programs will follow state guidelines and are expected to provide professional development that is inclusive of all CTE staff.

The Perkins <Professional Development Task Force> embraced the <National Staff Development Standards>. Essential to Oregon's professional development plans are the additional considerations that support a more targeted and systemically based program for all staff. The following areas will be a priority in the professional development effort:

- Focus on instructional strategies and methods that support the development of Programs of Study.
- Build on research-based strategies for academic and technical skill integration.
- Highlight promising practices and effective models of integration and of alignment of knowledge and skills.
- Link CTE instruction to high school diploma requirements at the secondary level.
- Develop understanding of the use of disaggregated student data to inform student progress in a standards-based curriculum.
- Incorporate methods to support diversity of students and school culture.
- Address the differences in needs and flexibility of both secondary and postsecondary CTE staff.
- Ensure that current technology resources are appropriately incorporated.

The Programs of Study, as defined by Oregon, are a significant paradigm shift for program design and curriculum development. In support of a unified knowledge and skill-based approach, instructors will need assistance in aligning programs to the Oregon Skill Sets and other appropriate industry standards, identifying and embedding academic content in CTE instruction at naturally occurring points, working as a secondary-postsecondary cohesive team, and utilizing effective instructional methodologies. In the areas of assessments, topics must include: developing and administering local assessments that meet state identified criteria for external, valid and reliable assessments; implementing credit for proficiency; and incorporating the use of an <Extended Application> as a high school diploma requirement.

Implementation

Oregon is strategically planning for professional development that utilizes and disseminates effective models, best practices, collaborative activities, and overarching communication and outreach. It is expected that professional development will be implemented through a variety of methods: development of train-the-trainer models, secondary to postsecondary interdisciplinary communities of practice, mentoring and coaching, online and distance instruction supported by cluster work, electronic and distance education interactive materials, workshops and conference presentations.

During the five-year planning and implementation period, the feasibility of establishing a statewide professional development system for CTE will be evaluated. The foundation work has been started through the efforts of the Perkins Professional Development Task Force, the Perkins Policy Advisory Committee, the 2007 CTE Teacher Preparation Summit, and the Oregon Association of Career and Technical Education.

Oregon will continue to use Perkins funds to support qualified activities that promote research based practices of integration and applied learning. For example:

- National Center for Career and Technical Education project, <'Math-in-CTE'>
- <Oregon Pre-Engineering Applied Science> (OPAS), the <Engineering and Technology Industry Council> (ETIC), and <Project Lead the Way>.
- The Oregon Skill Set revision process including educators and industry partners.
- Restructuring of the CTE Network monthly meetings to include professional development.
- The <Oregon Building Congress Construction and Math initiative>.
- The <International Center for Leadership In Education>.

Oregon CTE leaders will continue to leverage opportunities with existing partners and initiatives (e.g., the Superintendent's Annual Summer Institute, Statewide Articulation Conference, Career Pathway Institute and Oregon State University CTE teacher preparation program). The state will also continue to align with new initiatives (e.g. new diploma requirements, credit for proficiency, Expanded Options, Oregon Skill Set revision process, the academic content panel revision process, and the comprehensive guidance and counseling implementation).

State and regional staff will research and share promising practices and successful examples of integrated instruction, and they will review existing policies and rules for subsequent referral of recommendations to the appropriate committee for consideration. Staff will encourage the inclusion of CTE teachers and principals in the mentoring opportunities funded by the 2007 State Legislative. <House Bill 2574>

Oregon will continue the integration of CTE within the secondary continuous improvement planning and monitoring processes. Oregon will also maintain a continuous improvement technical assistance model which will be used to identify professional development needs and determine at what level (state or regional) support should be provided.

Each eligible entity will be required to identify 10% of Basic Grant Funds and 10% of Reserve Funds to support professional development activities; other funds that leverage an investment to the equivalent value can be substituted. Professional development must be inclusive of all CTE staff and address ongoing focused classroom instruction that includes the four core elements of the Program of Study: 1) Standards and Content, 2) Alignment and Articulation, 3) Technical Skill Measurement/Assessment, and 4) Student Support Services. In addition, each program

will report progress on the professional development benchmark identified in the local five-year plan:

- 95% of CTE teachers reinforce naturally occurring, embedded academic content with their technical instruction.
- 95% of secondary CTE teachers follow a formal, three-year professional development plan.
- 95% of postsecondary CTE teachers participate annually in formal, program-related professional development.

As Oregon has lost capacity for university-prepared CTE instructors, there is a reliance on recruiting secondary CTE instructors directly from industry. Such individuals obtain initial teacher licensure after participating in an Instructor Appraisal Committee (IAC) to validate their technical skills and suitability as an instructor. Use of the Instructor Appraisal Committee is a TSPC-recognized alternative licensure process. These individuals often enter the high school classroom with a depth of technical skills. However, their classroom management and instructional pedagogy is often weak. This will be a focus of Oregon's plan to strategically target the professional development areas needed for alternatively licensed secondary CTE teachers to be successful.

Oregon also uses the Instructor Appraisal Committee as a way to have an already licensed teacher obtain a CTE endorsement to their teaching license, which is a requirement for a Perkins-eligible Program of Study. These individuals have demonstrated instructional skills, but may lack the industry-based context for the effective delivery of technical skills. This will be a focus of Oregon's plan to strategically target the professional development areas needed for alternatively licensed secondary CTE teachers to be successful.

Perkins funded programs will require teachers entering from the business and industry workforce to focus professional development on instruction activities. Licensed teachers acquiring a CTE endorsement will focus on industry or other workplace experience in their professional development.

Focus areas for implementation:

- Designing programs based on aligned curriculum, instruction and assessment using a continuum of knowledge, skills and applied learning experiences.
- Effective instructional strategies to prepare students from all academic and technical skill levels for entry into high skill, high wage and high demand careers.
- Using researched based and successful practices and examples of program design.
- Design aspects for integrated academic and technical skill instruction at naturally occurring points of instruction.
- Identify commercial, valid and reliable, industry based assessments to meet technical skill assessment criteria.

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4. Describe the efforts your agency and eligible recipients will make to improve --

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(b) the transition to teaching from business and industry, including small business. [Sec.122(c)(3)(A)-(B)]

Background

The CTE teacher shortage will significantly impact Oregon's ability to sustain current programs and develop new programs. In May 2007, the Department of Education, and the Department of Community Colleges and Workforce Development, sponsored a summit on CTE teacher shortages. As a result of the summit, a variety of new initiatives are underway to support teacher preparation, training, recruitment and retention.

Community colleges are currently exploring short-duration, immediate need, intensive training in the pedagogy necessary for CTE teachers to be effective. Oregon believes this short-duration approach will be an incentive in the recruitment and retention of CTE teachers. For the first time, workshop sessions on CTE are being included in the statewide Education Pathways for Teachers Conference. This opportunity will provide greater visibility for CTE across a variety of teacher education programs. In addition, CTE teacher recruitment and intensive training is underway by some <Education Service Districts> (ESDs). It is expected that successful training models will be identified and shared through professional development conferences, workshops, and online resources.

The <Professional Development Task Force> provided specific recommendations regarding refinements to the secondary CTE licensure process, new teacher preparation and preparation for high school teachers entering from the workforce. These recommendations will be shared with the appropriate committees and program designers.

Within the parameters of the NCLB highly qualified teacher requirements, state staff are developing guidance to assist local programs in cross discipline, integrated instruction that utilizes both academic and CTE teachers. This integrated instruction allows students to receive academic credit in the CTE classroom.

Various CTE professional teacher associations are addressing the issues of recruitment and retention. Organizations are identifying opportunities to share the message regarding the importance and rewards of CTE instruction. Programs such as Oregon State University's Agricultural Ambassador program are helping to communicate the rewards of teaching in Career and Technical Education. Securing an adequate number of appropriately qualified CTE instructors at the postsecondary level is an equally important challenge. While various organizations are developing recruitment strategies, salary remains an important factor. The salary differential between business and industry and education can be significant. Many businesses are able to support higher pay scales and benefit packages then state supported educational institutions. This is particularly evident in the health care profession.

Implementation

Data

State level data on instructor retirements and hiring is being secured, analyzed and distributed to inform teacher recruitment and preparation efforts.

Licensure

ODE staff will collaborate with TSPC to refine the high school instructor appraisal process for secondary CTE licensure/endorsement and expand options for persons entering from the workforce. Also, a feasibility study is being considered to determine the viability of a regional Instructor Appraisal Committee process.

Recruitment and Retention
Coordination with partners to increase the percentage of certified instructors in CTE will be explored. These partners include but are not limited to: current local and regional program staff, the Oregon Education Association, the Confederation of Oregon School Administrators, and the Oregon Workforce Investment Board and regional workforce entities. State and local staff may promote the leveraging of resources provided through the state's new beginning teacher and administrator mentoring program. Postsecondary CTE instructor availability in critical high demand areas such as health care is being addressed by broad-based education and heath care industry initiatives as a way to increase the supply of health care professionals at all levels. Other industry sectors have similar initiatives under way to recruit and retain postsecondary CTE instructors.

Training
ODE and CCWD will continue to collaborate with four-year teacher preparation institutions to encourage and assist in preparing new teachers. Opportunities for secondary CTE teachers to receive mentoring through the new teacher/administrator state funded mentoring program will be encouraged.

Policy and Recommendation
The Professional Development Task Force and Perkins Policy Advisory Committee recommendations will be referred, as appropriate, to the suitable statewide committees.

***Focus areas for implementation*:**
- Encourage the development of immediate need, intensive immersion training for CTE instructors entering directly from industry without traditional teacher preparation.
- Identify and address barriers to the recruitment of CTE teachers.
- Collaborate with key partners to review and refine the Oregon instructor appraisal alternative teacher licensure process for secondary teachers.
- Explore the development of nontraditional teacher preparation programs with a focus on academic and technical skill integration for Programs of Study.
- Explore administrator training for resource integration and management.

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5. Describe the efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Oregon public universities and private colleges maintain articulation agreements with subbaccalaureate degree programs. The Program of Study design supports the vertical alignment of knowledge, skills and outcomes, which are the foundation of articulation agreements and successful student transition. Currently, sixteen CTE credits may be transferred into a baccalaureate degree program. Oregon also offers the Oregon Transfer Module (OTM), a vehicle for transferring academic credit to an Oregon community college or institution in the Oregon University System. The OTM allows for the transfer of the equivalent of three academic quarters of instruction; it is a supplement to articulation agreements. Examination of the utility of this module to CTE credit transfer will be explored. Additionally, concurrent enrollment is growing in Oregon with approximately 11,700 students (2006-07) enrolling at two or more institutions annually.

The Statewide CTE Task Force, convened as a result of legislative action in 2005, recommended the establishment of an applied baccalaureate degree that would ensure transferability of an Associate of Applied Science degree with the same assurance as an Associate of Arts degree. The 2007 Perkins Program Design Task Force affirmed that recommendation. In addition, both task forces presented numerous strategies relating to system-wide alignment and articulation. (These recommendations will become a part of the Perkins IV implementation plan).

Advising and counseling are components of Student Support Services identified as a core element in the Program of Study. Additionally, Oregon's Framework for Comprehensive Guidance and Counseling initiative (Pre-K-Grade 12) and the student Education Plan and Profile (diploma requirement) as well as the CTE based career pathways initiatives, have resulted in increased resources for career planning. Graphic organizers or roadmaps and online tools illustrate for students the paths to a four-year degree. The graphic organizers and other marketing materials are available across the state.

The Oregon Career Information System (CIS) and the Oregon Employment Department also contribute research and materials that help students plan their transition from a subbaccalaureate degree to a four-year institution. The Program Design and Development Task Force provided specific implementation recommendations to support the use of electronic portfolios and online advising to ensure portable student transition strategies.

There has been an increase in the development of statewide AAS degrees and statewide Certificates of Completion. These statewide credentials ensure common outcomes and transfer of student earned credit to any participating college in the statewide program and, in some cases, to the next step four-year institution. The Statewide Apprenticeship AAS degree is in the final stages of development.

Implementation

Oregon continues to identify strategies to support the transition from subbaccalaureate programs to baccalaureate programs. As this work continues, the following focus areas will be a priority:

Focus areas for implementation:

- Connect with and leverage ongoing educational PK-20 initiatives in Oregon.
- Utilize knowledge, skills and outcomes as key elements for articulation agreements and dual degree partnership programs.
- Identify common, student friendly language that identifies articulated credit.
- Advocate for the development and implementation of an Applied Baccalaureate degree.

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6. Describe how Oregon will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your state. [Sec. 122(c)(5)]

Background

Oregon is making strides in the development of a PK-20 system, while at the same time honoring the legislative requirement to maintain provisions for local flexibility. Consequently, partnerships and local input and decision making, are standard practices in educational programming and implementation. Stakeholders at all levels, including labor, business and industry, state agencies, district administrative entities, school boards, parents and community partners are key contributors to the development, implementation and evaluation of CTE programs at all levels.

As noted in Section I, Planning, Coordination and Collaboration, Oregon is experiencing a confluence of activities that directly impact CTE. Specifically, the revision of the Oregon high school diploma requirements and related standards, the career pathways implementation, the development of the Perkins IV State 5-Year Plan and the alignment work of the Unified Education Enterprise (UEE) are contributing to the PK-20 efforts. Integral to these related activities is a multitude of task forces and committees with broad representation. Significant cross communication and alignment of resources, outcomes and data points are taking place. Partners are contributing their unique expertise. (Attachment 14)

Advisory committees are essential in program design and development. In Oregon, secondary CTE programs are on a four-year application cycle. Secondary teachers conduct a self evaluation and review results with their advisory committees. Each partner is asked to consider the program standards and evaluate progress toward program goals. Postsecondary programs are also required to utilize advisory committees. Employer, business, industry and labor representatives play an important role in program design and improvement. The State Board of Education requires that advisory committees be established early in the program planning process to ensure programs meet the needs of industry.

Implementation

Oregon will continue to leverage the work of its many partners to provide meaningful input into program development and continuous improvement.

***Focus areas for implementation*:**

- *Connect with and leverage ongoing educational and workforce initiatives in Oregon.*
- *Utilize a "communication tree" strategy by disseminating relevant information through the CTE Network (CTE Coordinators & Deans) to local CTE stakeholders.*
- *Network on a regular basis with other stakeholder networks such as the Oregon Workforce Investment Board and community college Council of Instructional Administrators.*
- *Include a broad spectrum of stakeholders in task forces and advisory committees.*
- *Leverage locally developed web based/online informational resources that are user friendly for students, parents and stakeholders.*
- *Encourage participation through activities related to the Comprehensive Guidance and Counseling Framework, community college student support services and program advisory committees.*
- *Investigate the utility of a secondary-postsecondary co-approval, co-evaluation process for Programs of Study.*

7. Describe efforts that your agency and eligible recipients will make to --

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in --

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

ii. Career and technical education subjects;

Background

The 2007 revision of the high school diploma requirements increased the number of academic credits and included up to three CTE credits as an option for graduation. The diploma requirements also reflect the State Board of Education's support for awarding academic credit in rigorous CTE courses. A number of state sponsored task forces have been formed to recommend the criteria to implement this integration effort. The increased rigor of the high school diploma requirements and the development of a shared and aligned Programs of Study are projected to increase the academic level of students entering postsecondary programs.

College equivalent courses, including Advance Placement, Dual Credit, Expanded Options, and locally articulated courses enable students to earn transcripted college credit prior to their high school graduation and matriculation to a college program.

Many community colleges are also providing COMPASS and ASSET assessments for high school students to provide indicators of college readiness. At the time of entry into a community college, these assessments determine placement. Another priority activity is to determine how prior student academic and skill attainment can be used by community colleges to determine placement.

Postsecondary programs achieve academic integration through a designation of academic courses in the college Program of Study or through embedded academic instruction. Oregon's AAS degrees and Certificates of Completion of one year or more must include 1) communication, 2) computation and 3) human relations. Many contain additional English language and mathematics courses that are appropriate to a specific degree program. Technical job skills are identified in the Oregon Skill Sets and industry standards through advisory committees and, where appropriate, by third party accrediting agencies. Community colleges are held accountable for academic instruction through local curriculum review committees and the Northwest Commission on Colleges and Universities. Oregon will continue to monitor the academic progress of community college students through its performance reporting system.

Oregon's well-developed, unit-record accountability and data reporting system is utilized to record student progress in both academic and technical skill attainment. Oregon will continue to use the secondary state identified academic performance indicators established to meet No Child Left Behind requirements. Also, Perkins is included as a reporting element in the secondary Continuous Improvement Plan. In addition, new benchmarks for Perkins funded programs have been identified. (Attachment 9)

A need to grow CTE programs that lead students to, and prepare students for, high-skill, high-wage and high-demand occupations underlies Oregon's implementation plan. Collaborative work is ongoing with the Oregon Employment Department (OED), the Workforce Investment Board (OWIB) and program related advisory committees. Many strategies are under development to assure that CTE program design efforts align with the developmental needs of adolescents at the secondary level, and for both adolescents and adults at the postsecondary level. Additionally, strategies to support resource issues (dollars, equipment and personnel) are being identified. The CTE Study to be conducted in 2008 will further inform how Oregon might address these issues.

The Legislature, the State Board of Education and essential partners continue to make progress towards a seamless PK-20 system and the reduction of barriers between CTE and academic instruction. Funds identified by the legislature in 2007 for high school improvement provide additional resources to improve instruction in CTE programs.

Implementation

Oregon's eligible recipients are designing the Programs of Study and working towards the integration of CTE and academic content. Over the next five-years, the needs of staff will be monitored and plans adjusted accordingly.

***Focus areas for implementation*:**

- *Provide professional development to encourage early adopters and identify models of implementation.*
- *Encourage and support professional development) that addresses the integration of technical skills and academics (e.g. Math in CTE).*
- *Encourage and support the alignment of community college and university general education outcomes.*
- *Require local collection, reporting and analysis of CTE concentrator performance data as a basis of local CTE program improvement plans.*

7(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

"All aspects of an industry" is an essential element for Programs of Study. The incorporation of knowledge and skills that relate to "all aspects" are embedded in the Oregon Skill Sets. Applied work-based learning and student leadership activities move students beyond the core content. Eligible recipients are required to address "all aspects" in program design and curriculum development. The essential elements of all "all aspects" include: 1) business planning, 2) management, 3) health, safety and environment, 4) community issues, 5) Principles of Technology, 6) personal work habits, 7) technical and production skills, and 8) labor issues.

Implementation

Oregon will continue to identify opportunities to provide students with the broadest understanding possible related to careers and industries. The ability to leverage resources and continue to develop partnerships with our stakeholders is key to expanding opportunities for students.

***Focus areas for implementation*:**

- *Encourage the use of business and industry representatives on program advisory committees and for supplemental technical instruction.*
- *Advocate for work-based learning opportunities, work-study and apprenticeship programs.*
- *Encourage a Program of Study design that is cluster or pathway oriented.*

7(c) Ensure that students who participate in career and technical education programs are taught the same challenging academic proficiencies as taught to all other students.

It is important to note that nearly all secondary career and technical education in Oregon is delivered through comprehensive high schools and community colleges. The academic component within the Program of Study is delivered in the same educational setting as the technical skills component. This is true for both high schools and community colleges. Oregon has sustained a comprehensive CTE delivery model without reliance on separate local or area skills centers. Secondary and postsecondary students participating and concentrating in CTE are enrolled in academic classes with their non-CTE student colleagues.

The revised high school diploma requirements are designed to ensure that all high school students will have instruction that is challenging and personalized. Additionally, all CTE courses address state adopted standards, which are measured on statewide assessment tests. Oregon also includes an Extended Application element in the high school diploma requirements; this authentic project component provides the student an opportunity to demonstrate proficiency in technical skill attainment and applied academic learning. Oregon's accountability system for No Child Left Behind has led high school programs to develop methods for the integration of English Language Arts standards, mathematics, science and social studies into curriculum to ensure students master challenging academic skills while developing technical skills.

The opportunities for Dual Credit and concurrent enrollment are open to all high school students. These courses are often taught by college faculty and provide challenging content. Advanced Placement courses are taught by high school teachers who have to have their syllabus approved by The College Board audit; high school students must pass a standardized test to be eligible for college credit. High school teachers that teach articulated courses are required by many of the colleges to have a master's degree in the content area.

While Oregon does not maintain a common course system for colleges, advisory boards review the curriculum to ensure that it addresses currently accepted skills; new courses and programs are developed as new occupations and workforce needs emerge. Institutional curriculum committees review all new programs and courses, and submit new programs to the state for approval.

Completion of a postsecondary program often results in a student's qualification to sit for a licensure test. The student passing rate for these exams is considered an indicator of the effectiveness of program rigor and alignment.

Implementation
The Program Design Task Force took a strong position that CTE instruction should and can serve all students and embraced the concept of providing challenging work for each student whether an adolescent or adult.

Focus areas for implementation:
- *Incorporate appropriate academic standards in the Oregon Skill Sets to identify the necessary academic skills at naturally occurring points.*
- *Connect with and leverage ongoing work related to credit for proficiency, diploma requirements and credit for prior experiential learning.*
- *Provide professional development that focuses on standards based curriculum, instruction and assessment.*
- *Advocate for and support student leadership opportunities for all students.*
- *Sustain support for the comprehensive delivery model for Oregon CTE through comprehensive high schools and comprehensive community colleges.*
- *Require secondary charter schools be held to the same eligibility and performance expectations as Programs of Study in comprehensive high schools.*

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8. Describe how Oregon will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Background
The technical assistance model will be based on the long-standing continuous improvement process. The goal of this model is to improve CTE student technical and academic achievement through analysis of data and identification of needs and resources that can produce results. The model will focus on student performance, retention, employability, and participation in Programs of Study as critical metrics. The model will also help focus support in the four core elements of Programs of Study as well as teacher recruitment and development.

A description of this model is located in Attachment 11. The process is initiated with formal and informal reports from the field followed by analysis of the data to identify needs and strengths of programs. Responses to those needs may occur through personal contact, website resources, assistance from Regional Coordinators, and regional or statewide professional development.

Implementation
Key partners in the implementation of the Continuous Improvement Technical Assistance model include EII and CCWD state staff, the Regional CTE Network, Career Pathways, Programs of Study partners, and workforce development partners.

Focus areas for implementation:
- *Integrate technical assistance with the CTE continuous improvement process.*
- *Ensure that programs have access to technical assistance.*
- *Monitor through the review of annual reports and feedback from the CTE Network, site-specific circumstances that may require a technical assistance response from ODE or CCWD.*
- *Foster coordinated technical assistance interventions provided by ODE, CCWD and CTE Network staff.*
- *Target professional development based on trends emerging from technical assistance needs.*

9. Describe how career and technical education in your State relates to your State and region's occupational opportunities. [Sec. 122(c)(16)]

Background

Oregon is targeting Perkins' resources to help the state leverage a greater return on investment through a refinement of program eligibility criteria. These required criteria include a labor market need at the state and/or regional level. Programs of Study will use the Oregon Employment Department's definition and statistics for high-skill, high-wage and high-demand occupations. (Attachment 8)

The community colleges in Oregon are required through the State Board of Education Postsecondary Program Approval Standards, to justify need and provide supporting labor market information. Since a Program of Study is a shared continuum of learning, secondary programs will also be aligned to a career area that has documented need. Programs not linked to community colleges, but other postsecondary opportunities, will be required to address the high-demand, high-wage criteria in the program approval process.

Business and industry partners will continue to serve on advisory committees and assist in making recommendations and providing guidance regarding the relevance of the instructional program to industry needs.

Implementation

***Focus areas for implementation*:**

- *Coordinate with Oregon Employment Department in making available current employment information relating to high-skill, high-wage and high-demand occupations in current or emerging professions.*
- *Coordinate with Oregon Employment Department to make available information relating to demand occupations that enable workers to transition to jobs of equal or better pay.*
- *Coordinate with the Oregon Employment Department for the analysis of Wage Record Interchange System (WRIS) data, to compare compatibility with Oregon's occupational demand opportunities with those of neighboring states.*
- *Support the Governor's Workforce Initiatives.*

10. Describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec.122(c)(17)]

Background

The Oregon Department of Education (ODE) and the Department of Community Colleges and Workforce Development (CCWD) fall under the guidance of the Oregon State Board of Education. Working together, ODE and CCWD plan for the development, implementation and evaluation of Perkins funded Programs of Study. ODE is responsible for implementation and integration of K-12 programs. CCWD oversees the implementation and integration of the WIA

One-Stop services and WIA Adult Basic Education, Even Start Family Literacy, Community College Support Fund, and the Oregon Youth Conservation Corp. The State Board of Education reviews all CTE and Workforce program activities with the lens of their contribution to the state's diploma requirements, and objectives and policies relating to the PK-20 education and workforce system.

ODE and CCWD staffs who work with Perkins IV implementation also coordinate with representatives from regional and local institutions. This CTE network provides a venue to inform state staff of the potential duplication of programs and helps to resolve issues with consideration of the needs of students from all parts of the state.

Oregon K-12 Continuous Improvement Planning (CIP) process encourages school districts to look at a comprehensive investment of federal funds. Currently, local planning is done for the use of NCLB and Perkins federal funds. ODE staff has identified specific strategies to leverage the local planning and coordination of secondary professional development through the use of Perkins, NCLB Title II and NCLB Title V funds.

The Unified Education Enterprise, an Ad Hoc committee of the Joint Boards Articulation Committee (JBAC), addresses ongoing issues related to alignment and articulation of education programs. Both ODE and CCWD are represented on the various committees. Through this committee work, partners strive for non-duplication wherever possible.

Oregon maintains a Workforce Investment Board (OWIB) and a Workforce Policy Cabinet (WPC). The cabinet is composed of senior staff from state workforce development, economic development, K-12, community colleges and the university systems to address policy and implementation barriers. <OWIB's Strategic Plan>,*Winning in the Global Market*, includes career and technical education and CTE teacher supply as top priorities.

Oregon chose to incorporate Tech Prep into its Perkins IV Basic Grant. In reviewing the elements of Tech Prep and the new Programs of Study core elements, it was determined that these two programs shared significant overlap. This merger of programs was approved by ODE, CCWD, CTE Network and the State Board of Education. (See Section 2j of this plan)

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11. Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school drop outs. [Sec. 122(c)(20)]

-- Describe procedures to develop memoranda of understanding outlined in Section 121(c) of the Workforce Investment Act (Sec. 122(c)(21))

Workforce development is providing education and training services to prepare individuals to enter and/or advance in the workplace with the skills and abilities that businesses need. Oregon is carefully targeting and strategically investing public resources where they will provide a competitive advantage for Oregon businesses.

state education and workforce agencies, The Oregon Workforce Investment Board (OWIB), the Governor's Workforce Policy Cabinet (WPC), Local/Regional Workforce Investment Boards and

other state and local workforce partners work together to achieve the goals of the OWIB's strategic plan, *Winning in the Global Market*.

- The state has provided a framework to guide local agreements among the local/regional Workforce Investment Boards, One-Stop Centers, community colleges and other partners. Memoranda of Understanding detail service delivery models and collaboration at the local level.

- Community colleges as the postsecondary Perkins recipient and local/regional education and workforce experts are key players in the development of agreements for the local One-Stop and other appropriate services. Community colleges are key partners in the development and implementation of the agreements as well as in service delivery.

- Workforce and education partners continuously identify common needs, individual strengths, common service populations and priorities through successful collaboration and the leveraging of funds. Each college, in partnership, determines the appropriate services and programs to be included through interagency agreements.

- Local agreements focus on benefits to clients, participants and students through partnerships, collaboration and coordination of services as well as allowing local flexibility in providing services to students/clients/participants.

- Local agreements continue to provide bridges for collaborative and mutually beneficial relationships between community colleges, One-Stop Centers, and other workforce partners.

State-level barriers are addressed through the extraordinary cooperation and collaboration among state education and workforce agencies that has been in place since the early 1990's.

-- Describe procedures to ensure coordination and non-duplication among programs listed in Section 112(b)(8)(A) of the Workforce Investment Act. (Sec. 122(c)(21))

Local Planning

The passage of the Workforce Investment Act (WIA) in 1998 and actions by the Governor and the Oregon Workforce Investment Board emphasize the importance of direct connections between Perkins resources provided to community colleges and workforce development efforts at the state, local/regional and community level.

Postsecondary and secondary Perkins resources are coordinated with WIA and other federal education and workforce funding sources to leverage services, particularly preparatory services, for career and technical education participants. Postsecondary Perkins and secondary grant recipients are full partners in the efforts to develop and implement local unified workforce plans across federal and state funding sources.

Local/regional planning provides the vehicle for collaboration and cooperation between education and workforce entities, which is critical to the success of regional planning efforts that are ongoing. The ongoing planning leads to the continuous development, implementation and regular evaluation of strategies to meet local/regional education and workforce needs.

Partners, such as community colleges, local/regional Workforce Investment Boards, youth councils, K-12 and ESD Boards, etc., work to coordinate and eliminate unnecessary duplication of effort while leveraging federal, state and local funds to improve and expand services with postsecondary Perkins career and technical education programs, regional and state workforce development programs and activities.

Guiding Principles for Coordination

The State Board of Education has developed and maintains policies relating to program coordination between education and workforce partners according to the following guiding principles:

- Maintain maximum flexibility to promote coordination and to avoid duplication of efforts and resources.
- Empower and reward local level stakeholder involvement.
- Connect the K-14 education system to local and regional workforce needs.
- Create systems that support, encourage and reward student transition between levels of education and entry into the workforce.
- Ensure K-14 education system participation with workforce development initiatives that will support student attainment of standards and preparation for next steps.
- Establish and maintain systems of gathering local input to ensure that policy development supports local efforts.

III. Provision of Services for Special Populations

A. STATUTORY REQUIREMENTS

1. Describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations —

(a) Will be provided with equal access to activities assisted under the Act.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

(c) Will be provided with programs designed to enable the special populations to meet or exceed State Adjusted Levels of Performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Perkins IV includes the following groups in the definition for special populations:

- Individuals with disabilities.
- Individuals from economically disadvantaged families, including foster children.
- Individuals preparing for nontraditional fields.
- Single parents, including single pregnant women.
- Displaced homemakers.
- Individuals with limited English proficiency.

The Special Populations and Non-Traditional Occupations Task Force recommended policy and practices that support attainment of academic and technical skill performance levels by special populations. The recommendations will be used to inform Oregon's implementation plan during 2008-2013. <Special Populations Task Force Recommendations>

Oregon's Inclusion Model

Oregon uses an inclusion model for serving special populations students in the K-12 and postsecondary systems. This model provides one of the strongest possible foundations for assuring that students who are members of special populations have equal access to CTE programs. As a result, many students with disabilities are served in comprehensive high school programs and have access to CTE programs.

One of the benefits of the inclusion model for students is that it promotes an inclusive, collaborative model for local, state and federal programs. Oregon school districts submit Continuous Improvement Plans (CIP) to the Oregon Department of Education (ODE) that integrate the requirements of the *Elementary & Secondary Education Act of 2001*, the *Carl D. Perkins Career and Technical Education Act of 2006*, and other federal programs. The consolidated plan addresses opportunities for students to meet state academic, technical and career-related learning standards, to participate in community service, service learning, and work-based learning activities, and to develop transition plans for students' "next steps" beyond high school. This inclusion model is supported by a strong foundation of state law, Oregon Administrative Rules (OARs) and federal legislation. (Attachment 12)

Oregon community colleges also use an inclusion model with their open door policy and comprehensive instructional approach. Students are assessed prior to placement; those

students who have specific needs are referred to the appropriate bridge programs and support services.

Perkins IV eligible recipients must describe in their local application the programs, activities, strategies and services they will provide to serve special populations.

Perkins IV eligible recipients must assure that the following four elements are addressed in their services to special populations:

1. Eligible recipients will:
   - Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to, or lowering success in, programs for special populations;
   - Provide programs that are designed to enable the special populations to meet the State Adjusted Levels of Performance; and
   - Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. [Perkins IV Act, Section 134(b)(8)]
2. Individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. [Perkins IV Act, Section 134(b)(9)]
3. Funds will be used to promote preparation for nontraditional fields. [Perkins IV Act, Section 134(b)(10)]
4. The local school district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act. [Perkins IV Act, Section 313] <General Assurances>

Perkins eligible recipients must also assure they are in compliance with the following laws:

- Title VI and VII of the Civil Rights Act of 1964.
- Title IX of the Education Amendments of 1972.
- Section 503 and 504 of the Rehabilitation Act of 1973.
- Executive Order 11246 prohibiting employment discrimination based on race, color, sex, religion, and national origin.
- The Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967.
- The Equal Pay Act of 1963.
- The Americans with Disabilities Act of 1990.
- ORS 326.051 and ORS 659.105, education standards and all rules issued by the State Board of Education pursuant to these laws.
- All health and safety laws and regulations issued by the U.S. Department of Education pursuant to their laws, when classroom facilities will be used by students and/or faculty.

If the descriptions of strategies to serve special population in the local application are weak or incomplete, the ODE Office of Educational Improvement and Innovation (EII) staff will request additional information or clarification prior to approving the application for funding. Through the collaboration of local, regional and state staff, eligible recipients may receive technical assistance to improve their implementation plan. To ensure eligible recipients offer programs, activities and strategies that will assist special populations to meet or exceed State Adjusted Levels of Performance, collaborative local and state technical assistance will be offered.
The following ODE/EII and CCWD activities will ensure that secondary and postsecondary eligible recipients will meet the intent of state and federal Perkins IV requirements:

- Review eligible recipient annual reports and career and technical education data systems to determine the status and outcomes of local programs, services, and activities to support special populations.
- Promote student enrollment in CTE programs with special emphasis on increasing minority participation.
- Provide technical assistance (e.g. when access and student success quotients are outside of appropriate limits, revision of strategies to impact discrepancies in access, services and success of special populations may be necessary).
- Leverage professional development opportunities to guide the development of curriculum, instruction and assessment that meets the needs of students in special populations, as well as addresses the state and federal requirements.
- Work with state education, workforce, and social service agencies to implement cross sector strategies for technical assistance and program improvement.

1(a) Describe how individuals who are members of special populations will be provided with equal access to activities funded under Perkins IV.

Background

The State Board of Education ensures equal opportunities for students and teachers to participate in career and technical education through the approval of local programs, implementation of a continuous improvement process, technical assistance through local and state collaboration, and the Office of Civil Rights monitoring process. Each eligible recipient will describe the projects and activities they will use to implement strategies to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. (Attachment 9)

Local eligible recipients will be encouraged to:

- Provide multiple entry options for special population students to access services.
- Provide information in first languages of students and their families in school district and community college service areas where speakers of that language represent a significant population.
- Make information about career pathways available and accessible to all students and also to organizations serving special populations.
- Include in professional development opportunities information on:
- Comprehensive guidance & counseling.
- Cultural competency.
- Diversity training.
- Inform youth and adults about CTE opportunities in special settings (e.g. mental health, vocational rehabilitation, juvenile justice, incarcerated adults, human services, homeless youth, and home schooled students)

Focus areas for implementation:

- *Foster greater communication and collaboration among key partners and stakeholders to better serve all students in career and technical education.*
- *Leverage and coordinate professional development opportunities that are designed to meet the needs of special population students as well as state and federal requirements.*

1(b). Describe how special populations will not be discriminated against on the basis of their status as special populations.

Eligible recipients must indicate the strategies they will undertake to assure that discrimination against special populations does not occur in CTE programs. Oregon Revised Statute (ORS) 659.850(2) prohibits discrimination in all public education programs and services. Subsection (1) defines "discrimination" as:

> *[A]any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, marital status, religion or sex.*

Perkins eligible recipients are prohibited by Oregon statute and Oregon Administrative Rule (581-021-0045) in offering any program or services that discriminate.

Compliance with state and federal anti-discrimination statutes and regulations in CTE programs is monitored in the course of ongoing technical assistance, and targeted site visits, through the U.S. Department of Education, Office of Civil Rights review process. The Oregon Targeting Plan, developed for the U.S. Department of Education, Office of Civil Rights, identifies those school districts and community colleges that have a proportional disparate enrollment of students with disabilities, minority students, ELL students and students by gender in CTE programs, compared with the general student body. Identified sites are scheduled for onsite civil rights reviews. Voluntary Compliance Plans (VCPs), signed by those school districts and community colleges targeted for an on-site review, create corrective actions to be implemented in the event of noncompliance with applicable civil rights standards. Implementation of these corrective actions is monitored by the Office of Educational Improvement & Innovation (EII). The Oregon Department of Education reports findings and status of corrective action implementation to the U.S. Department of Education, Office of Civil Rights on a biennial basis.

Local and statewide CTE enrollment data is annually reviewed to identify potential "tracking" or exclusion of special populations. This review includes an analysis of the secondary and postsecondary involvement of special populations and protected classes in CTE student organizations and in work-based learning experiences. Targeted technical assistance will be given to eligible recipients if enrollment data indicate possible discriminatory practices.

Comprehensive guidance and counseling is fundamental to Oregon's education system and should be a part of all Perkins eligible programs. <Oregon's Framework for Comprehensive Guidance & Counseling (CGC)> for K-12 schools includes a student advocacy component to ensure educational equity and social justice for each and every student, and equitable service to all students. Oregon will continue to support local implementation of the framework through statewide professional development with emphasis on the CGC four core elements: learn to learn (academic), learn to work (career), learn to live (personal/social) and learn to contribute (community involvement) to implement the Comprehensive Guidance & Counseling Framework K-12 and beyond.

Oregon's education inclusion model establishes a strong foundation on which to ensure non-discrimination. However, ODE\EII and CCWD staff and local/regional partners will continue to identify areas needing system refinements and collaboration to provide maximum learning opportunities for all students. The <Perkins Special Populations Taskforce> recommendations will guide Oregon's efforts and inform state level policy.

Focus areas for implementation:

- *Use the Comprehensive Guidance and Counseling Framework to inform program design that is inclusive of all students.*
- *Foster greater communication and collaboration among key partners and stakeholders to better engage and serve all students through career and technical education.*
- *Utilize the ongoing monitoring processes to ensure programs meet federal and state requirements and to identify program improvement needs.*

1(c). Describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how they will prepare special populations for further learning and for high-skill, high-wage or high-demand careers. [Section 122(c)(9)(A)-(C)]

As indicated earlier in this document, Oregon uses an inclusion model for serving special population students in the K-12 and postsecondary system. The inclusion model provides one of the strongest possible foundations for assuring that students who are members of special populations have equal access to, and support for meeting performance requirements, in CTE programs. Under Perkins III, the performance of special populations on identified performance measures was within 10% of the performance of all career and technical education students. Oregon will strive to improve that performance over the next five years.

The Oregon Department of Education (ODE) and the Transition Advisory Committee (TAC) of the State Advisory Council for Special Education (SACSE) have formed a Special Education High School Diploma Task Force. The purpose of the task force is to determine the potential impact of new diploma requirements for students with disabilities. Recommendations will go to the Oregon State Board of Education.

Post School Outcome Data Collection, an indicator in the Oregon Special Education State Performance Plan, requires that school districts must collect, and Oregon Department of Education (ODE) must report to the federal Office of Special Education, the percentage of all students with disabilities who are no longer in high school (this includes students with disabilities who drop out, graduate, and age out). ODE must also report students who are competitively employed or attending post-secondary school. ODE is using a combination of census and stratified sampling to collect post school outcome data. This information will be used to monitor the success of special education students in CTE programs.

The following policies and required activities provide guidance to Perkins eligible recipients on serving special populations:

- *Local education agencies and eligible institutions may utilize Perkins funds and other local, state and federal funds to provide those services necessary for special population students to access and participate successfully in CTE programs and opportunities.*
- *The State Board of Education continues to encourage eligible recipients to provide services for special populations which include, but are not limited to, counseling and guidance, recruitment and retention in programs, and other practices that increase access, remove barriers, and promote student achievement of the Perkins State Adjusted Levels of Performance.*

Oregon requires the eligible recipients to:

- *Provide programs that are designed to enable the specials populations to meet the levels of performance.*
- *Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency, in order to receive funding.*
- *Use national, state and local data pertaining to gender imbalance to design initiatives promoting the participation and success of students in career and technical education programs that lead to training and employment that is nontraditional by gender.*
- *Coordinate with other entities and programs working with special populations.*
- *Institute review and evaluation processes to determine if strategies selected to provide access and success for special populations in Career and Technical Education programs are having the desired impact on student achievement of the core indicators of performance.*

In 2008-2013, Oregon will continue to participate in and support a variety of programs that assure access and participation of all interested students in career and technical education programs. Collaboration, communication and professional development will be the focus of Oregon's work.

Collaboration and Communication

Collaboration and coordination between the ODE offices of Educational Improvement and Innovation (EII) and Student Learning and Partnerships (SLP) will be extended and strengthened. Although these ODE offices have a long history of working together, the movement to a standards-based educational system makes greater collaboration essential if special populations are to be given realistic opportunities to meet state academic, technical and career-related learning standards.

- *Collaborate with the Oregon School for the Deaf to meet the unique needs of their students regarding CTE and in meeting state performance requirements.*
- *Collaborate with the Office of the Governor and the <Oregon Career Network> (One Stop Career Centers) to provide services to special populations, including single parents and displaced homemakers, as identified in the Workforce Investment Act.*
- *Continue to work with community colleges to implement "Occupational Skills Training" programs to provide a combination of coursework, on-the-job training and specialized services to prepare special population students for successful entrance into the workforce.*
- *Collaborate with the ODE Office of Student Learning and Partnerships to plan and disseminate transition service materials that promote student involvement in career and technical education and independent living planning.*
- *Continue to connect with ongoing implementation and monitoring of the following federal and state rules and regulations by education, workforce and governmental partners:*
  - IDEA 2004: ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living**.**
  - Student Individual Education Plans (IEP): Oregon Administrative Rule, 581-015-2265 and 581-015-2200 requires that each student eligible for special education shall have an individualized education plan (IEP). The individualized plan is also a requirement of Oregon's diploma.

- □ The Elementary & Secondary Education Act of 2001, Section 1001: ensures that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging the state's academic achievement standards and state academic assessments.
- □ The Elementary & Secondary Education Act of 2001, Title III, Section 3102: assists all limited English proficient students to achieve at high academic levels.

Professional Development and Technical Assistance

- *Collaborate with partners to provide training and professional development activities, for CTE and special education teachers, instructional aides and related staff.*
- *Continue to actively train staff at the secondary and postsecondary levels in the area of comprehensive guidance and counseling in order to help "each and every" student with his/her academic, career, and personal/social development.*

Focus areas for implementation:

- *Use Oregon's Framework for Comprehensive Guidance and Counseling (Pre-K –Grade 12) to inform the integration of student support services into the Programs of Study to address the needs of special populations.*
- *Collaborate with partners to implement statewide CTE professional development and implement technical assistance as needed to enable special populations students to meet or exceed State Adjusted Levels of Performance.*

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2) Describe how the State will adequately address the needs of students in alternative education programs, if appropriate. [Sec.122 (c)(14)]

Oregon's commitment to help every student achieve high academic standards means that every school district is expected to offer alternatives at every level, identifying and efficiently responding to the learner needs and interests. Oregon's diploma requirements support personalized learning and a focus on meeting the unique needs of each and every student. The diploma requirements offer students in alternative learning environments the opportunity to engage in CTE. The appropriateness of Perkins funded CTE in alternative educations settings will be determined by the institution's capacity to provide a Program of Study as defined by Oregon's criteria. In the event that circumstances prevent a secondary program from meeting the core elements that are associated with postsecondary programs, modifications to implementation will be considered.

Oregon welcomes the opportunity to include alternative programs in Perkins funded CTE if those programs meet the requirements set forth in the Perkins IV Act and the requirements set forth by the Oregon Department of Education. Oregon's state and local efforts in addressing the needs of alternative education students may include, but are not limited to, the following strategies:

Focus areas for implementation:

- **Collaboration and Communication**
  - □ Collaborate with local educator and workforce partners to provide professional development and technical assistance to develop Programs of Study and data collection and reporting.
  - □ Provide information to alternative education programs with the goal of increasing participation in Programs of Study.

- ☐ Collaborate with alternative education programs to identify key resources to support career guidance, career planning and exploration, and career related learning experiences, community partnerships, mentorships, and education and employment opportunities.
- ☐ Explore opportunities for CTE beyond the traditional education setting.
- ☐ Continue to partner with the Oregon Department of Community Colleges and Workforce Development (CCWD) on education and workforce development, with an emphasis on programs and services for at-risk youth.
- ☐ Continue to partner with the Office of Student Learning & Partnerships on further development of information and resources related to alternative learning environments.

- **Professional Development and Technical Assistance**
  - ☐ Include alternative education staff in professional development opportunities focused on quality program design based on the four Programs of Study core elements.
  - ☐ Foster communication and collaboration to advise alternative programs of the opportunities and requirement for the development of a Program of Study.
  - ☐ Promote the use of Oregon's Framework for Comprehensive Guidance and Counseling (Pre-K-Grade 12) to inform the integration of student support services into the Programs of Study to address the needs of special populations.
  - ☐ Collaborate with partners to implement statewide CTE professional development and implement technical assistance as needed.

The Special Populations and Non-Traditional Occupations Task Force recommended policies and practices that will be use to inform Oregon's implementation plan during 2008-2013. Special Populations Task Force Recommendations

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3) Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields - [Section 122 (c) (181)

As Oregon faces the challenge of workforce shortages in some occupational areas; individuals prepared for careers that are non traditional by gender is increasingly important. For many years, Oregon has fostered student exploration and participation in a broad spectrum of careers. Eligible recipients must assure they are promoting the preparation of students for nontraditional training and employment. (Attachment 9)

Funds will be targeted to support services that prepare individuals for training and employment that is nontraditional by gender. The awarding of these funds is determined by the quality and need for the projects proposed. The Oregon Department of Education Office of Educational Improvement and Innovation (EII) and the Department of Community Colleges and Workforce Development (CCWD) will share responsibility for the inclusion of information about employment and training that is nontraditional by gender with a variety of organizations and agencies (e.g. Oregon Employment Department, Oregon Tradeswomen, Inc.).

***Focus areas for implementation**:*
Services to promote preparation for training and employment that is nontraditional by gender may include, but are not limited to the following:

- Professional development opportunities for secondary and postsecondary teachers, counselors and administrators related to training and employment that is nontraditional by gender.

- Development and/or dissemination of model strategies and materials related to opportunities in careers that are nontraditional by gender.
- Collaborate with employers, groups and organizations promoting training and employment in careers that are nontraditional by gender.
- Integrate information about careers that are nontraditional by gender in student leadership organization activities, professional teacher organizations, and workforce development efforts.
- Collaborate with key partners to identify opportunities to use Perkins funds to support training and employment opportunities for occupations that are nontraditional by gender.

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4) Describe how funds will be used to serve individuals in State correctional institutions. [Section 122 (c)(19)]

The Oregon Department of Education (ODE) maintains successful collaboration with the state agencies that have governance roles for educational programs within State Correctional Institutions. Both the Oregon Youth Authority (youth corrections) and the Oregon Department of Corrections (adult corrections) have identified individuals as points-of-contact for the planning and allocation of the Perkins 1 percent allocation to CTE programs within correctional facilities.

Annually the Perkins CTE/State Corrections Team meets to plan CTE strategies and funding allocations within Oregon's correctional facilities. The team is comprised of:

- ODE/EII Career and Technical Education staff;
- The ODE Student Learning & Partnerships staff with administrative responsibilities for the educational programs within the youth correctional facilities and ODE liaison to the Oregon Youth Authority;
- An on-site administrators from the youth correctional facilities;
- A CTE Regional Coordinator with youth correctional CTE programs in their region; and
- An Oregon Department of Corrections staff member with administrative responsibilities for the educational programs within the adult correctional facilities.

This team jointly agrees to follow Oregon's policy of splitting Perkins funds equally between youth and adult programs. The Perkins 1 percent allocation is evenly divided between the youth correctional program (50%) and the adult correctional program (50%). Included as an eligible recipient for the Perkins 1 percent youth allocation is the Oregon School for the Deaf, which maintains a state-approved CTE program.

During the 2007-2008 academic year, Oregon has five youth correctional facilities with state-approved CTE programs. ODE has required the youth correctional facilities to comply with the same CTE program approval criteria as a comprehensive high school without any modification. This requirement has not been a barrier for the youth correctional facilities in achieving CTE program approval status. Oregon offers modification as it relates to the Perkins accountability measures. The Oregon Youth Authority is responsible for incarcerated youth in Oregon, with the exception of the educational programs. Because of the transient nature of incarcerated youth, it is rare for inmate students to stay in one location long enough to reach CTE concentrator status. ODE staff negotiate other appropriate accountability measures with the administrators at the five youth correctional facilities based on participants rather than concentrators.

The Oregon Department of Corrections is strategic with the investment of their Perkins 1 percent allocation for CTE programs in adult correctional facilities. Rather than sharing their

modest Perkins allocation across all correctional facilities, they choose to invest their annual Perkins 1 percent allocation in a single program each year. The funds may move among the adult correctional facilities year to year. There is also a Department of Corrections commitment to provide equitable access to the Perkins 1 percent funds between male and female correctional facilities. Examples of adult corrections CTE programs include the Automotive Technician Program at the Santiam Men's Correctional Facility and the Optical Technician Program at the Coffee Creek Women's Correctional Facility.

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5) Describe how applicants will be required to identify the steps to ensure equitable access to, and participation in, federally funded programs for individuals with special needs, as required in section 427 (b) of the General Education Provisions Act as amended.

Oregon eligible recipients address access for individuals with special needs through the Local Plan., (Attachment 9) pg. 13, Item 5, Student Services.

Student Services includes two benchmarks that address these concerns:

- All CTE Students will have information, career guidance, academic advising and instructional support to assist them in progressing through a Program of Study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

  By 20-12-2013: (Oregon Benchmarks)

  - □ a. 95% of Perkins-eligible Programs of Study provide students with relevant career-related learning experiences, student leadership opportunities (secondary), cooperative work experience (postsecondary) and access to educational opportunities for careers that are non-traditional for a student's gender.
  - □ b. 100% of Perkins-eligible Programs of Study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high- demand careers that lead to self-sufficiency.

Each applicant is required to respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. They must also describe the evidence or documentation (progress markers) they will gather to indicate progress toward meeting the 2012-2013 level.

IV. ACCOUNTABILITY AND EVALUATION

A. STATUTORY REQUIREMENTS

1. Describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Through the use of an Accountability and Evaluation Task Force, Oregon's eligible agency—Oregon Department of Education—established Perkins IV measurement definitions and approaches.

Consultation and input on the final definitions and approaches was obtained from:

- Community college Institutional Researchers.
- Oregon's Regional CTE Network.
- Local school district staff with responsibilities for CTE student data.

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2. Describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Secondary and postsecondary eligible recipients have endorsed the approach for establishing state levels of performance.

- Use of current performance data based on the newly developed Perkins IV performance definitions and measures will be the baseline for establishing State Adjusted Levels of Performance.
- Baseline data has been calculated for review and comment by eligible recipients.

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3. Identify, on the forms in Part C of the OVAE guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Oregon will use the following:

Measurement approaches will be based on a secondary or postsecondary concentrator definition with the exception of 6S1 and 5P1 (see Oregon Performance Measures, A. Secondary, attached), which will be based on a participant definition.

Measurement definitions have been developed with consideration given to non-regulatory guidance provided by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE).

The secondary academic indicators of reading (1S1), mathematics (1S2) and the secondary graduation (4S1) indicator are considered valid and reliable because of Oregon's CTE performance indicator alignment with the state's annual measurement objectives for the Elementary and Secondary Education Act (ESEA) performance levels.

Technical assistance by MRP Associates, Inc. provided external review of Oregon's definitions and measures to assure they are valid and reliable.

Some Accountability and Evaluation Task Force representatives involved with the development of the definitions and measures were selected, in part, because of their research and evaluation backgrounds. They provided additional assessment of the validity and reliability.

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4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Oregon will use the following:

Secondary academic and graduation performance levels and approaches will use Oregon's ESEA/No Child Left Behind (NCLB) statewide assessment data to measure CTE concentrator performance.

Postsecondary performance will be established in collaboration with Oregon community college performance outcomes established by the Oregon Department of Community College and Workforce Development and Northwest Commission on Colleges and Universities evaluation frameworks.

Secondary and postsecondary performance will contribute to Oregon's common measures framework known as Oregon Benchmarks and the community college Key Performance Measures.

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5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be

objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Student definitions and performance measure chart is included on page 64 in this section.

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6. Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Secondary and postsecondary eligible recipients have endorsed using statewide benchmark levels of performance for local levels of performance.

Oregon will use the following:

State levels of performance will be considered by eligible recipients along with analysis of trend performance data to assess if unique local circumstances might identify a need for local adjusted levels of performance.

Eligible recipients may submit local adjusted levels of performance for Oregon Department of Education consideration if local data analysis indicates the need for a growth model that will require extended time to meet the State Adjusted Levels of Performance.

Negotiations with eligible recipient administrators will occur to set local adjusted levels of performance.

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7. Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Criteria will include:

Review of performance trend data that identifies specific performance gaps requiring proactive, appropriate intervention.

Implementation of appropriate, effective strategies that lead to attainment of state levels of performance.

Description of local conditions that may impact a local recipient's ability to meet local levels of performance such as, but not limited to: unexpected, rapid change in student demographics; unusually high turnover of teaching staff.

Commitment to a local performance plan that would move the eligible recipient to state levels of performance within a reasonable period of time.

8. Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Oregon will utilize existing reporting systems and processes which include:
Maintain secondary CTE student and course enrollment data collected through the Oregon Department of Education (ODE) Consolidated Student Collection.

Conduct secondary CTE student data records' match with ODE statewide assessment data.

Maintain postsecondary CTE student and course enrollment data collected through the Oregon Community College Unified Record System (OCCURS).

Conduct secondary records match with postsecondary student data.

Conduct secondary and postsecondary records match with the Oregon Employment Department wage records, Federal Employment Data Exchange System (FEDES) data, Wage Record Interchange System (WRIS) data and National Student Clearinghouse data.

ODE Consolidated Student Collection and OCCURS have the ability to disaggregate student data for each of the sub-group populations required by Perkins.

Perkins data is reported at state, regional and local school district or community college levels, including disaggregated data for each level. < Data > is posted publicly on the ODE web site at.

Additionally, Perkins annual reports include a requirement for local analysis of student performance data. Also, web-based instructions, technical guides, and regular professional development are provided to ensure submission of complete, accurate and reliable data, which is documented annually through signed local educational agency (LEA) assurances.

9. Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Processes used to reach agreement with a consortia eligible recipient will be the same as with an individual local education agency (LEA) eligible recipient.

Regional consortia must also describe how they will monitor the performance of individual consortium members.

10. Describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

Local eligible recipients will access their local levels of performance on the CTE student performance data website. Local performance data is compiled using systems already in place such as ODE statewide assessments, student reporting for ESEA and community college OCCURS. Website data includes performance charts that are used to compare CTE student performance with other Federal programs. Secondary academic and graduation data is shared data with ESEA performance data. Postsecondary student performance data is extracted from the single community college student reporting system.

ODE conducts a synthesis of eligible recipient Perkins annual reports which includes a local analysis of student performance data.

B. Other Department Requirements

1. Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary core indicators of performance*;*

Student definitions and performance measure chart is included in pages 64-71 in this section.

(b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs (Annual Measurement Objectives) and targets under the ESEA, you will not need to submit baseline data; and

Oregon will use 2007-2008 annual yearly progress (AYP) target for the required transition performance measures of secondary reading (1S1), and mathematics (1S2). Secondary graduation (4S1) will be calculated for CTE graduates using Oregon's AYP measurement approach.

(c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

Oregon has supplied the 1S1, 1S2 and 4S1 performance levels for 2007-2008 and 2008-2009 on the attached student definitions and performance measure chart.

Oregon has also requested OVAE to pre-populate the forms in Part C with Oregon's AMOs for 2007-2008 and 2008-2009 program years as confirmation.

2. ***Identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.***

Prior to Perkins IV, Oregon has used Grade Point Average (GPA) as the measure for technical skill attainment. Oregon has not monitored eligible recipients on the use of technical skill assessments. We know anecdotally of CTE student technical skill attainment being measured by industry-recognized assessments such as:

- MarkEd for marketing,
- PrintEd for graphics/printing,
- NATEF for automotive,
- ProStart for culinary,
- CNA for health,
- NOCTI assessments in 17 career areas, and
- Technical assessments as part of Cisco and Oracle Academies.

Oregon estimates less than 10% of 2006-2007 CTE concentrator technical skill attainment is being measure formally by technical skill assessments.

Oregon has conducted a regional technical skill assessment pilot during 2006-2007 as "proof of concept" for the use of a standardized assessment protocol to measure technical skill attainment.

Oregon has established an implementation plan for the use of technical skill assessments that follows the guidance developed by the National Next Steps Working Group and the Technical Skills Committee.

Oregon has set the following targets for implementation of technical assessments:

- 2009-2010—final year to use GPA as the measure to report CTE concentrator technical skill attainment.
- 2010-2011—must use valid and reliable technical skill assessments that are aligned to industry-based standards to measure and report CTE concentrator technical skill attainment.
- 2012-2013—100% of CTE concentrators will meet or exceed performance on valid and reliable technical skill assessments that are aligned to industry-based standards.

OREGON STUDENT DEFINITIONS

(pending final negotiation with US Department of Education, OVAE)

A. Secondary Level

Participant – Any secondary student who has earned one-half (.5) or more credits in any technical skill course as part of an Oregon state-approved CTE program. *[Oregon approved CTE program = 2 credits or more]*
Concentrator – Any secondary student who has earned one (1) or more credits in a technical skill course(s) as part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a "required" CTE course for program completion. *[Oregon approved CTE program = 2 credits or more]*

B. Postsecondary

Participant – A postsecondary student who has earned one (1) or more CTE credits in any CTE program area within the reporting year. *[CTE credit = ACTI code 21 or 23]*
Concentrator – A postsecondary student who is enrolled for credit in the current academic year who: (1) has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program area that terminates in the award of a degree, a certificate of completion or an industry-recognized credential; or (2) completes a short-term CTE program of between 12 - 17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.

OREGON PERFORMANCE MEASURES

(pending final negotiation with US Department of Education, OVAE)

A. SECONDARY

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (7/1/06-6/30/07)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/ language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	State and Local Administrative Records	B: 50.00%	L: 60.00% A:	L: 60.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.	State and Local Administrative Records	B: 49.00%	L: 59.00% A:	L: 59.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S3 Academic Attainment – Writing [Oregon ONLY—will not be reported in annual CAR report]	Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school writing assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of CTE concentrators who took the ESEA assessment in writing whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	State and Local Administrative Records	B: 50.00%	L: 60.00% A:	L: 60.00% A:
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of CTE concentrators who completed their CTE program, were tested and found to meet or exceed state-established technical skill attainment thresholds--based on valid and reliable technical skill assessments that are aligned with industry-recognized standards--and who left secondary education during the reporting year. Denominator: Number of CTE concentrators who completed their CTE program, were tested, and who left secondary education in the reporting year.	State and Local Administrative Records	B: 93.50%	L: 93.50% A:	L: A:
3S1 Student High School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential or other Oregon-recognized equivalent (including recognized alternative standards for individuals with disabilities) during the reporting year. Denominator: Number of CTE concentrators who left secondary education during the reporting year.	State and Local Administrative Records	B: 85.00%	L: 85.00% A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student HS Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	State and Local Administrative Records	B: 68.1%	L: 68.1% A:	L: 68.1% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of CTE concentrators who completed their CTE program, completed secondary education [numerator of measure 3S1] and were found in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008). Denominator: Number of CTE concentrators who completed their CTE program and completed and left secondary education [3S1] during the reporting year.	State and Local Administrative Records	B: 75.20%	L: 75.20% A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B: 42.85%	L: 42.85% A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S2 Nontraditional Program Completion 113(b)(2)(A)(vi)	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year and left secondary education. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year and left secondary education.	State and Local Administrative Records	B: 18.80%	L: 18.80% A:	L: A:

B. POSTSECONDARY

(pending final negotiation with US Department of Education, OVAE)

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (7/1/06-6/30/07	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
O-1P2 Academic Attainment [Oregon ONLY—will not be reported in annual CAR report]	Numerator: Number of community college CTE Concentrators with a GPA of 2.0 or higher in academic courses during program year. Denominator: Total number of Community College CTE Concentrators enrolled in graded academic courses during program year.	Embedded Academic Assessments in CTE and/or Integrated Courses	B:	L: A:	L: A:
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who completed their CTE program, were tested and found to meet or exceed state-established technical skill attainment thresholds--based on locally-developed, state-approved technical skill measurements that are aligned with industry-recognized standards--during the reporting year. Denominator: Number of CTE concentrators who completed their CTE program and were tested during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree Completion 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who are eligible for, or received a degree, a certificate of completion or an industry-recognized credential and left during the reporting year. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year. [left = non-enrollment in summer & fall terms]	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention or Transfer in Education 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who were enrolled in postsecondary education in the fall term of the reporting year, and were enrolled in postsecondary education in fall term of the previous reporting year and did not complete a CTE program in the previous reporting year. Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not complete a CTE program in the previous reporting year.	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of CTE concentrators who completed their CTE program, obtained or were retained in employment, placed in military service or placed in an apprenticeship program in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008). Denominator: Number of CTE concentrators who completed their CTE program and left postsecondary education during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B:	L: A:	L: A:

V. Tech Prep Programs

A. Statutory Requirements

- Not Applicable: Oregon will merge the Perkins Title II—Tech Prep funding stream with Title I—Basic Grant. See Section 2j, Program Administration.

B. Other Department Requirements

- Not Applicable

VI. Financial Requirements

A. STATUTORY REQUIREMENTS

1. Describe how your agency will allocate funds it receives through the allotment made under Section 111 of the Act, including any funds that you choose to consolidate under Section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

- Oregon will allocate funds made under Sec. 111 as prescribed by the allotments in Sec. 112 of the Act.
- Oregon will utilize a 10% Reserve Fund as permitted under Sec. 112(c) of the Act.
- Of the allotment allocated to eligible recipients, 50% will be allocated to secondary recipients and 50% will be allocated to postsecondary recipients.
- The 50/50 percentage split is based on the number of students participating in CTE.
- The split has historically encouraged and sustained secondary-postsecondary partnerships in Oregon's 18 CTE regions.
- Oregon will not allocate funds specifically for adult programs beyond what is allocated to postsecondary CTE programs.
- Oregon will consolidate 100% of the state's Title II Tech Prep allocation with Title I Basic Grant allocation as permitted under Sec. 202(a) of the Act.

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2. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under Section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

- A 2007-2008 allocation spreadsheet, including Tech Prep Transition Year allocations, is included in Attachment 10.
- Eligible recipients access funds either as an individual recipient meeting the minimum allocation threshold or as a member of a Consortium. Individual eligible recipients are schools districts and community colleges. Consortium eligible recipients are comprised of multiple school districts and in some cases, multiple schools districts and a community college. Oregon issues eligible recipient grant awards to individual grantees (N = 36) and consortium grantees (N = 15). Each sub-grant award is issued to a designated fiscal agent. Fiscal agents can be a local school district, a local community college, or an education service district.
- Allocations are awarded by the Oregon Department of Education through official sub-grant award notifications as authorized by the State Board of Education.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under Section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

- A 2007-2008 allocation spreadsheet, including Tech Prep Transition Year allocations, is included in Attachment 10.
- Sub-grant awards will be issued to eligible postsecondary recipients either as an individual grantee or as fiscal agent for a consortium of eligible recipients. Ten of Oregon's 17 eligible postsecondary recipients receive their Basic Grant allocation award individually. The remaining seven eligible postsecondary recipients choose to participate as a member of a regional consortium.
- Allocations are awarded by the Oregon Department of Education through official sub-grant award notifications as authorized by the State Board of Education.

4. Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

- Funds to a consortium will be the total of the Basic Grant funding formula for each individual school district or community college participating in an Oregon-recognized consortium. In the case of a consortium with both secondary recipients and postsecondary recipients, the individual secondary and postsecondary formula calculations will be combined for the consortia grant award.
- Funds allocated within the consortia will be described and approved based on the submission of the consortia's annual program plan, budget narrative and spending workbook.
- Allocation of funds within the consortia will be based on the planning processes used by the members of the consortia, facilitated by the designated consortia coordinator and fiscal agent, and in compliance with the Act's provision for funds to consortium [Sec. 131(f)(2)].

5. Describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); Sec. 202(c)]

- Currently, Oregon has one consortium formed specifically for postsecondary institutions.
- Funds to postsecondary consortia will be allocated using the same postsecondary formula distribution.
- Allocation of funds within the consortium will be based on the planning processes used by the members of the consortium, facilitated by the designated consortium coordinator and fiscal agent, and in compliance with the Act's provision for funds to consortia. [Sec. 131(f)(2)].

6. Describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

- Data used to identify eligible recipients and make allocations is updated annually through the annual CTE program data collection systems used by the secondary and postsecondary sectors.
- Oregon's Annual CTE Program Review cycle is used to maintain an accurate database of eligible recipients and any changes to school district boundaries, secondary small school configurations, and charter schools.
- Oregon has no secondary schools funded by the Bureau of Indian Affairs.

7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

- No alternative allocation formulas are being considered at this time.

B. Other Department Requirements

1. Submit a detailed project budget, using the forms provided in Part B of this guide.

- Part B budget forms are not included in the public review documents.

2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) of the Act.

- A 2007-2008 allocation spreadsheet, including Tech Prep Transition Year allocations, is included in Attachment 10.

3. *Describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.*

- Oregon will allocate funds by using the secondary and postsecondary formulas as described in Sec. 131(a) and 132(a) of the Act.

4. Describe the competitive basis or formula to be used to award Reserve Funds under Section 112(c) of the Act.

- Oregon will award Reserve Funds by formula.
- Reserve fund formula distribution will be made to Oregon's 18 eligible regional consortia.
- Each eligible regional consortium will receive a uniform base level of funding ($15,000).
- Remaining Reserve Funds will be distributed through a formula based 50% on the number of secondary CTE concentrators who complete high school (3S1) and 50% on the number of postsecondary CTE concentrators who complete a certificate or degree (3P1 and Oregon Key Performance Measure #12).
- As data is collected on the effectiveness of the region's Programs of Study, other formula distribution factors may be considered in future years and described in the state's annual plan updates.

5. Describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.

- By identifying regional consortia as eligible recipients, Oregon has assured the three criteria listed in Sec. 112(c) are met.

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.

- Eligible recipients in rural and sparsely populated areas must meet the same eligibility criteria as any other Oregon eligible recipient, e.g. maintenance of at least one approved Program of Study, submission of annual program updates and submission of student performance data.
- Eligible recipients in rural and sparsely populated areas with a formula allocation of less than $15,000 will participate in a consortium for access to funding.
- Oregon's most rural and sparsely populated regional consortia [Lake County] has a consortium allocation of less than $15,000 and will be awarded their consortium allocation using the waiver provision of the Act [Sec. 131(c)(2)].

ATTACHMENTS

	Introduction
Attachment 1	Public Meeting Notices- Taskforces Public Review
Attachment 2	Perkins Organizational Chart
Attachment 3	ODE/CCWD Perkins Organizational Chart
Attachment 4	Perkins from the Inside Out
Attachment 5	Perkins Taskforces
Attachment 6	Perkins Timeline
Attachment 7	CTE Programs of Study – A Student View
Attachment 8	Definitions (including High-Skill, High-Wage, High-Demand)
Attachment 9	Local Plan Guide/Basic Grant and Regional Reserve Fund
Attachment 10	Required Criteria/Eligible Recipients
Attachment 11	Continuous Improvement/Technical Assistance Model
Attachment 12	Oregon Administrative Rules (OARs) for Special Populations
Attachment 13	Guidelines for Oregon Technical Skill Assessment
Attachment 14	Partners/Stakeholders
Attachment 15	CTE Grant Cycle

INTRODUCTION

A VISION FOR THE FUTURE: A Unified Education and Workforce System

Oregon believes that a strong education is what students need to be successful in school, work and life. Oregon's vision for the future is to refine and enhance a connected and integrated education and workforce system that promotes a smooth and successful transition of students from Pre-Kindergarten through grade 12 (PK-12) to postsecondary education, training and entrance into the workforce. Career and Technical Education (CTE) is an essential component of this vision. CTE is integral to the total education system in Oregon and is critical to the state's ability to sustain local communities and compete in a global economy. CTE occurs at a variety of levels including middle school career exploration, high school programs, postsecondary certificate and degree programs and customized training for employees in the workplace.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV Act), supports Oregon's efforts to create a unified system. The Perkins IV Act challenges Oregon's secondary and postsecondary CTE partners to develop an articulated and aligned system. The Act requires a cohesive, non-duplicated sequence for learning that is rigorous, and demand-driven to meet the needs of a global economy. The key requirements include a clear focus on alignment of curriculum, instruction, and assessment that addresses challenging academic and technical standards. As never before, secondary and postsecondary partners are required to work collaboratively with the common commitment to developing a shared plan for student success. Oregon's education and workforce system has a number of initiatives underway that support the implementation of the Perkins IV federal requirements.

The Governor has made an unprecedented commitment to the "education enterprise," a seamless education and workforce system. The efforts of all members of the enterprise focus on improving Pre-Kindergarten through high schools and expanding postsecondary access for all individuals. Articulation and alignment between institutions is a top priority. The Unified Education Enterprise (UEE) has emerged as a significant workgroup to create a common vision and an aligned education enterprise. The Chair of the State Board of Education, the Superintendent of Public Instruction, the Commissioner of Community Colleges and Workforce Development, the Chancellor of Higher Education, and the Governor's Education and Workforce Policy Advisory comprise the UEE workgroup.

Key Components of Oregon's Aligned Education Enterprise

Oregon's PK-20 system is striving toward the following key components to achieve coherence and alignment and facilitate a smooth transition for all students:

- Standards-based education system based on agreed upon core proficiencies and learning outcomes for all students PK-16.
- Formalized alignment and articulation of learning outcomes to foster a student's seamless transfer within and among the sectors comprising the PK-16 enterprise.
- Clearly defined and articulated pathways that allow students of all ages to enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities.

- Clear, consistent, frequent and cross-sector communications that inform students of their options and opportunities.
- Agreed-upon credentials that are accepted as awards and recognitions of a student's demonstrated level of proficiency. Credentials should be aligned with rigorous industry standards.
- State assessments of student learning and outcomes.
- State assessments that are aligned to state standards and inform teaching and learning
- Integrated data systems that allow for transfer of student records.
- A unified vision, common language, clear agreements, up-to-date policies, and well engineered structures. <Unified Education Enterprise>

These key components in conjunction with state initiatives provide the foundation for Oregon's State Plan for Career and Technical Education, 2008-2013 (State Plan). The elements of the State Plan support and strengthen Oregon's efforts to create a unified education and workforce system and reinforce the importance of CTE to Oregon's future prosperity.

State Initiatives

Diploma Requirements: In 2007 the State Board of Education adopted new high school graduation requirements. To earn a diploma, students will need to successfully complete increased credit requirements and demonstrate proficiency in essential skills. Essential skills are process skills that are applied in a variety of courses and settings and include career related learning knowledge and skills. Students must also meet the personalized learning requirements that help in planning for post-high school education and career goals. Students must develop an education plan and profile, engage in career related learning experiences that connect classroom learning with the workplace and community, and complete a project that demonstrates their ability to apply and extend academic and career related knowledge and skills. Students will have the option to apply up to three (3) CTE credits towards graduation credits, earn credit based on proficiency, and enroll in dual credit secondary/postsecondary course options. <Diploma Requirements>

Career Pathways Initiative: The Oregon Career Pathways Initiative was launched through participation in the National Governor's Association (NGA) "Pathways to Advancement Initiative." Oregon's 17 Community Colleges, in partnership with the state's high school Career and Technical Education (CTE) Network, Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, Oregon Employment Department, Oregon Department of Human Services, and various workforce investment boards, are helping youth and adults obtain credentials, certificates and degrees that lead to high wage, high demand occupations and life-long learning. <Career Pathways Initiative>

Oregon Workforce Investment Board Strategic Priority: A priority initiative for the Oregon Workforce Investment Board (OWIB) for 2007-2010 is the expansion of CTE in high schools and community colleges and increased apprenticeship opportunities. The desired result, identified in the OWIB strategic plan "Winning the Global Market" is to create an innovative education and training system that assures all Oregonians have basic academic and workplace skills that will be developed and enhanced throughout an individual's lifetime. Increased funding for K-14 career and technical education and focused advocacy with policymakers will be the goal of the effort. <OWIB Strategic Priority>

Career Readiness Certificate: The Oregon Career Readiness Certificate (CRC) will provide another avenue for Oregon's youth and adults to gain the essential skills that are the foundation to success in the knowledge based economy. The CRC system utilizes a nationally recognized career readiness certification and supporting curriculum. Oregon's CRC will allow individuals to demonstrate their skill levels to employers and identify additional skills needed to be proficient in the workplace. This effort will also align with the essential skills required for the high school diploma.

CTE Study: The Oregon Department of Education (ODE) was directed by the 2007 Legislative Assembly to conduct a study of career and technical education (CTE) in Oregon. The purpose of the study is to research and describe CTE administrative structures, delivery models and funding mechanisms and formulas in selected states. The results of the study may offer information and strategies to increase the number of high quality CTE programs in Oregon, strengthen existing programs, and provide additional access to CTE programs at the secondary and postsecondary levels.

40/40/20 Goal: The Governor, the Joint Boards of Education and many legislators have challenged Oregon with an ambitious goal for educational attainment: by 2025, 40% of Oregonians will have a bachelor's degree or higher, 40% will have an associate's degree or postsecondary credential and 20% will have at least a high school diploma. Every education sector – universities, community colleges, PK-12, and student financial aid systems -- plays a critical role in achieving this goal. <40/40/20 Goal>

Summary: These statewide initiatives provide a strong foundation for the implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and serve as a catalyst for CTE statewide. The Oregon State Plan for Career and Technical Education 2008-2013 supports Oregon's vision to refine and enhance an aligned and integrated education and workforce system PK-20. This plan will serve as a standard for improving content and delivery of secondary and postsecondary CTE programs.

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Perkins IV Task Forces
May-August 2007
Public Meeting Notices

Provisions for public input were made throughout the State Plan development process that was conducted from January 2007 through December 2007.

Public Review

http://www.ode.state.or.us/search/page/?=1594

A web-based review and comment procedure was made available to the public from December 14, 2007 to January 31, 2007.

The electronic notification was sent through the Oregon Department of Education and Department of Community Colleges and Workforce Development communications networks.

CTE Network Meetings

Monthly meetings have been conducted through out 2007 to ensure on-going local and regional input.

ODE Calendar

January 31
February 1
March 1
April 5
June 7
August 8, 9, 10
October 5
November 1
December 6

State Board of Education

State Board of Education presentations; video streaming is available on-line for public review. State Board Video

Task Force Meetings

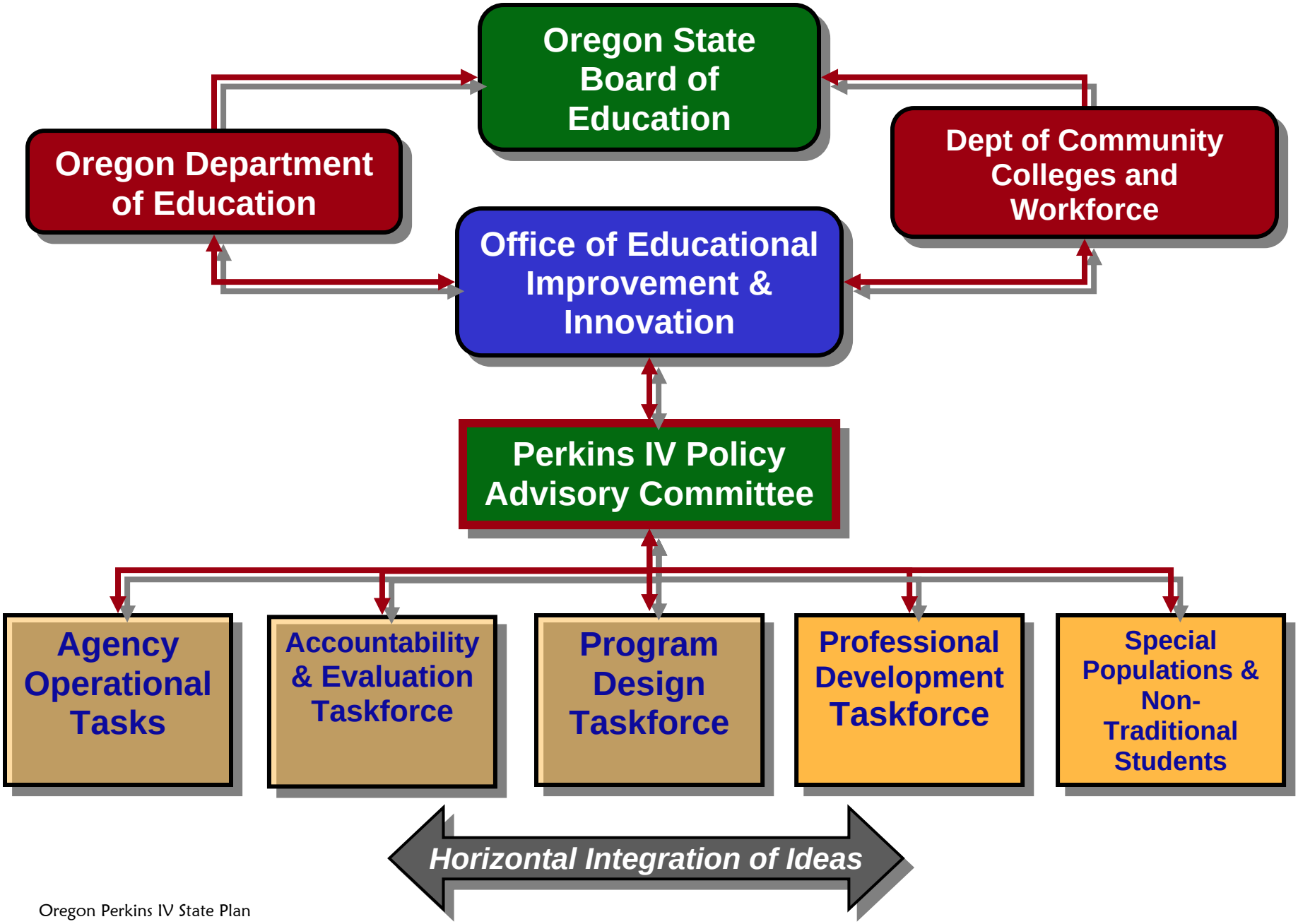
Five task forces were convened and public notice was provided for each meeting in accordance with Oregon Law.

See chart below.

Taskforce	Dates	Link
Accountability	5/24/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1842
Accountability	6/21/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1882
Accountability	8/23/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1947
Combined	8/24/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1948
Professional Development	5/22/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1841
Professional Development	6/26/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=2194
Professional Development	7/17/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1901
Professional Development	8/21/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1925

Taskforce	Dates	Link
Program Design	7/12/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1900
Program Design	7/26/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1915
Program Design	7/27/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1916
Program Design	8/15/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1923
Program Design	8/16/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1924
Special Populations	6/14/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1880
Special Populations	7/19/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1902
Special Populations	8/23/07	http://www.ode.state.or.us/news/events/eventDesc.aspx?eid=1926
Public Review/Response		http://www.ode.state.or.us/search/page/?=1603 Perkins IV - The State Plan & Response

Perkins IV Planning Components



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OREGON CTE
ORGANIZATIONAL CHART
KEY ACTIVITIES

STATE BOARD OF EDUCATION

OREGON DEPARTMENT OF EDUCATION

Office of Educational Improvement & Innovation
- Secondary/Post-Secondary Transitions Team
  - CTE Work Group

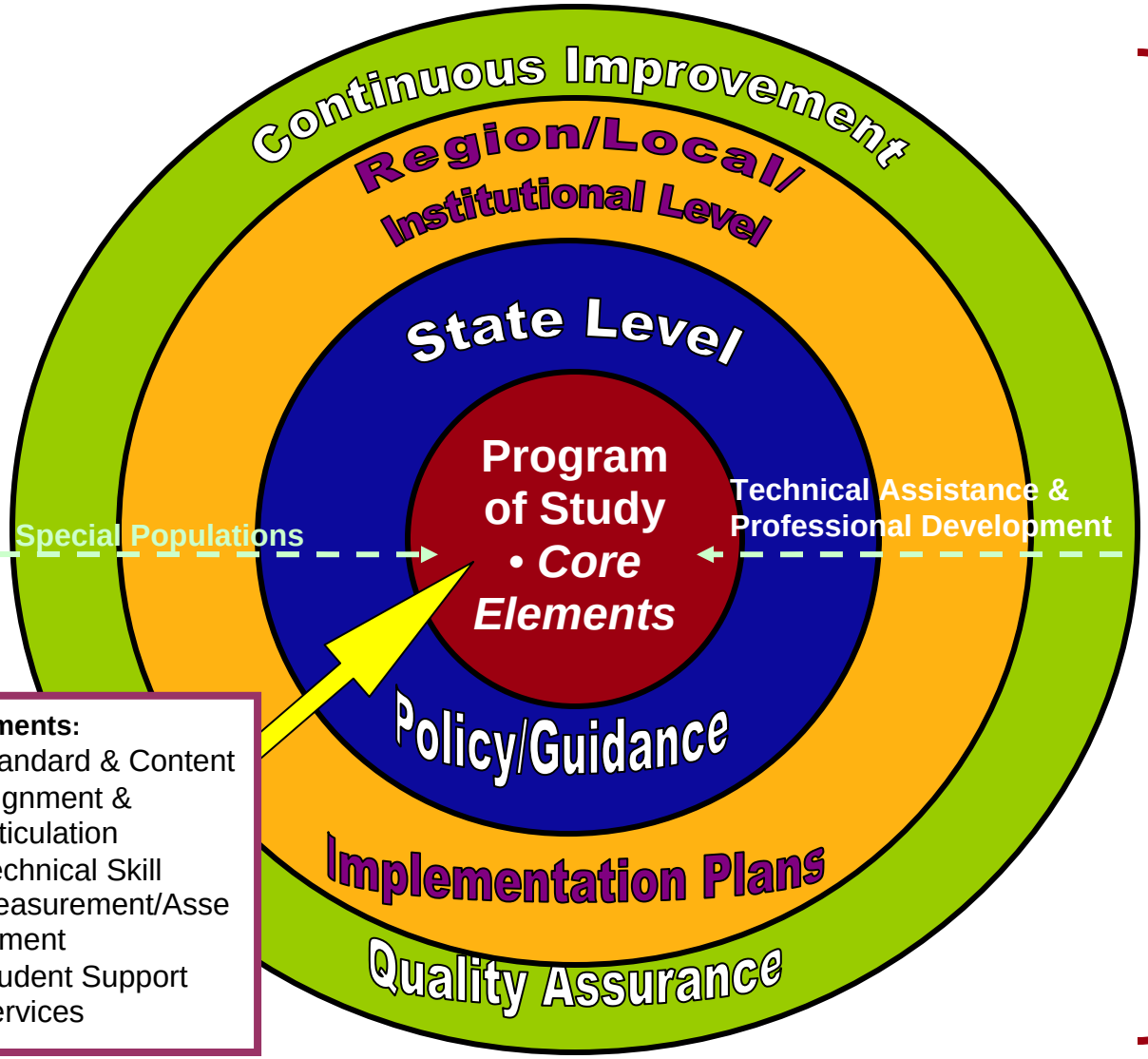
CTE Interagency Agreement

OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

- CTE Leadership
- Perkins Grant Management
- Secondary CTE Program Management
- Postsecondary CTE Program Management
- CTE Accountability
- OCR Monitoring
- Continuous Improvement Planning & Evaluation
- Program of Study/Career Cluster Implementation
- Correctional Facility CTE

- Postsecondary CTE Leadership
- WIA Incentive Grant Management
- Career Pathway Implementation
- Coordination with workforce

Perkins from the Inside Out



Core Elements:

- Standard & Content
- Alignment & Articulation
- Technical Skill Measurement/Assessment
- Student Support Services

Accountability

Data Informs Every Layer:

- **Global Trends**
- **Industry**
- **Workforce**
- **Demand Pull**
- **Program & Student Performance**

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Perkins IV Taskforces

The Oregon Department of Education engaged four taskforces during the summer of 2007 to receive recommendations for the requirements of the Perkins IV Act.

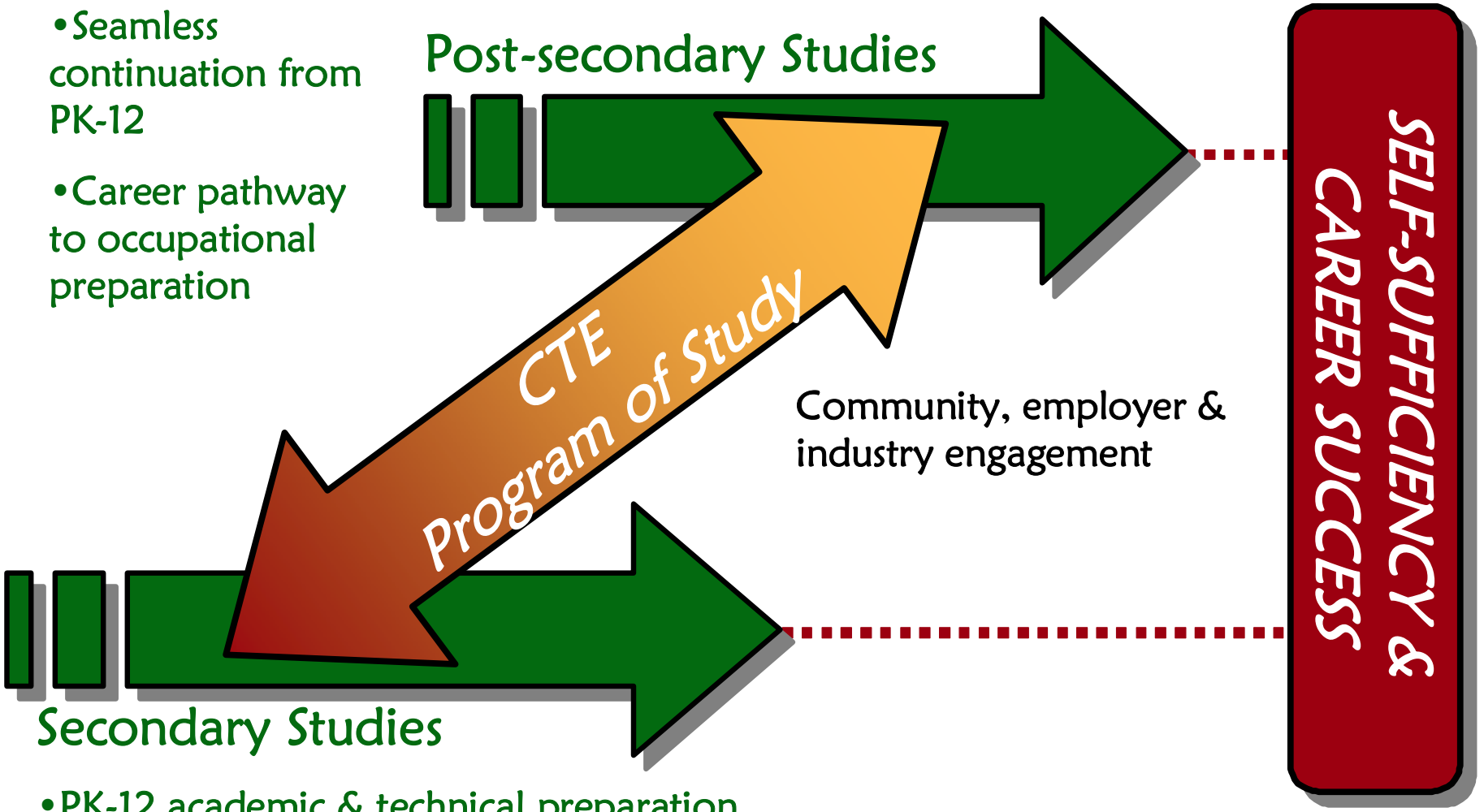
The following taskforces were convened:

- Perkins IV Program Design and Development
- Perkins IV Professional Development
- Perkins IV Accountability
- Perkins IV Special Populations
- Perkins IV Policy Advisory (summary notes in progress)

OREGON DEPARTMENT OF EDUCATION
EDUCATIONAL IMPROVEMENT & INNOVATION
JANUARY 2007 – APRIL 2008
PERKINS IV STATE PLAN TIMELINE

Jan 07	Feb 07	Mar 07	Apr 07	May 07	June 07	Jul 07	Aug 07	Sept 07	Oct 07	Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08
Transition Plan Development															
			OR Transition Plan SUBMIT												
			5 Year Plan Task Forces Phase. Program Design Accountability Professional Development Special Populations					Synthesis of Task Force Work	Draft the State Plan	Draft the State Plan	Draft the State Plan	Public Comment	Final Revisions to State Plan		**OR 5 - Year Plan SUBMIT to USDOE**
					Local **Transition Plan** Due							Local Plan **Guide** Issued			Local Plan **Workshop**
									Prepare Federal Consolidated Annual Report **(CAR)** for submission December 31, 2007						
5 – Year Plan Task Forces: Staff/facilitators/network															
	CTE Network		CTE Network		CTE Network		CTE Network		← CTE Network Implementation Discussion →						
		State Board 1st Read of Transition Plan	State Board Adoption of Transition Plan						State Board Update			State Board Update	State Board 1st Read of 5-Year Plan	State Board Adoption of 5-Year Plan	
							Perkins Policy Advisory		Perkins Policy Advisory			Perkins Policy Advisory			Perkins Policy Advisory(?)

CTE Program of Study. . .*a student view*



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High-Wage, High-Demand and High-Skill Occupations Definitions

In 2007, the Oregon Employment Department, in collaboration with the Oregon Workforce Investment Board (OWIB), Oregon Department of Education, and other partners, developed definitions for high-wage, high-skill, and high-demand occupations as follows:

High-wage Occupations

Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region.

High-demand Occupations

Occupations having more that the median number of total (growth plus replacement) openings for statewide or a particular region.

High-skill Occupations

Occupations with a minimum educational requirement of postsecondary training or higher

AND

Occupations with long-term on-the-job training or related work experience as a minimum educational requirement, and postsecondary training or above as a competitive educational requirement.

OREGON DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
WORKSOURCE OREGON

Attachment 9

Office of Educational Improvement & Innovation

****

Carl D. Perkins
Career & Technical Education Act of 2006

2008-2013 LOCAL PLAN GUIDE

Local or Consortium Basic Grant & Regional Reserve Fund

January 2008

****

DRAFT

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone: (503) 947-5740; fax: (503) 378-4772; or TDD: (503) 378-2892.

INTRODUCTION

The Office of Educational Improvement & Innovation (EII) has developed this guide to assist eligible recipients in preparing their 2008-2013 local plan for the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) [ODE Perkins IV Web Page]. Section 134(a) of the Act requires each eligible recipient to prepare and submit a local plan to the Oregon Department of Education. Oregon has elected to request a 5-year plan for program years (PY) 2008-2013 which operates from July 1, 2008 – September 30, 2013. The 5-year local plan is due **June 30, 2008**.

The framework for the guide is based on the requirements of the Act, Oregon's State Perkins Plan and a renewed vision for Oregon's career and technical education (CTE) built on the development and implementation of CTE programs of study. The Act's intent is for CTE students to achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, strengthens State and local accountability, and reinforces the connection between secondary and postsecondary education through CTE programs of study.

ODE has established a set of statewide **benchmarks** with measurable **performance indicators** to guide the local investment of Perkins IV funds. The indicators establish performance targets ODE and CCWD desire all eligible recipients to attain by 2012-2013. Eligible recipients will want to assess their current performance against these performance indicators. Perkins-eligible program benchmark performance should guide the eligible recipient's yearly strategic focus and be used as a data source for the design of activities that lead toward meeting 2012-2013 performance. Eligible recipients are also asked to identify progress markers that documents progress toward meeting the performance indicators. Documented progress will be reported as part of each year's Perkins Annual Report.

This planning guide organizes the required Perkins elements into five **benchmarks**. The Oregon Perkins IV Benchmarks are:

1. Standards and content;
2. Alignment and articulation *[2008-2009 Reserve Fund Focus]*;
3. Accountability and evaluation;
4. Professional development *[2008-2009 Reserve Fund Focus]*; and
5. Student support services

Each of the five benchmarks must be addressed in the Local or Consortium Basic Grant 5-year plan submission. Benchmarks for Alignment & Articulation and Professional Development are the focus for the 2008-2009 Regional Reserve Fund submission and must be addressed. 2008-2009 Reserve Funds will be limited to funding activities supporting these two benchmarks. Annual reflection and analysis of local and consortium progress toward meeting all benchmarks will influence the identification of each year's focus for the use of the Reserve Fund.

Local or Consortium Basic Grant submissions will focus benchmark activities on local secondary and postsecondary component design for CTE programs of study implementation. The Regional Reserve Fund submission will focus on consortium-wide activities that foster local implementation of CTE programs of study.

The format for the Local or Consortium Basic Grant submission will be a narrative response for each of the benchmarks and their indicators. Because this submission is for the 2008-2013 period, your responses are expected to be more detailed for the 2008-2009 year than for the 2012-2013 year. Each subsequent year, an updated, more detailed local plan will be submitted that builds on the initial 5-year plan. The intent of this submission is to reflect a **single, 5-year plan**; not a collection of five, 1-year plans.

- ☐ For Consortium Basic Grant Plans **ONLY**, there is Question #6 requesting a required response describing how Perkins IV Consortium funds will be allocated among members of the Consortium and the rationale for such distribution.

Regional Reserve Fund Plan—***limited to the 18 recognized regional consortia.***
There is a section requesting required responses describing how Perkins IV Regional Reserve Funds will be used to support the two 2008-2009 Reserve Fund benchmark focus areas of regional Alignment & Articulation and Professional Development. The format for the Regional Reserve Fund submission will also be a narrative response for each of the two, 2008-2009 selected benchmarks. Because the Reserve Fund is intended to be a targeted, focused use of Perkins funds, the intended use of funds may be redirected from year to year. However, the focus will always be limited to the five benchmarks. Unlike the Local or Consortium Basic Grant submissions, the Regional Reserve Fund submission should reflect a **1-year plan** that supports the 2008-2009 Local or Consortium Basic Grant activities.

Tentative Timeline	Actions
January 2008	ODE issues the 2008-2013 Local Plan Guide.
March 2008 – April 2008 *(estimated)*	ODE calculates and publishes Perkins 2008-2009 Perkins IV allocations.
April 16, 2008	ODE/CCWD/OACTE Pre-conference workshop on 2008-2013 Perkins IV Local Plan development.
June 30, 2008	**Due date for submission of Perkins IV 2008-2013 Local or Consortium Basic Grant 5-year plan and the Regional Reserve Fund 1-year plan.**
July 1 – August 31, 2008	ODE reviews plans, including budget narrative, and interviews selected eligible recipients on their local plan and approves local 5-year plans. [Selected recipients = 2008-2009 allocation > $100,000]
July 1, 2008	ODE issues 1st installment of grant award funds (20%) for program year July 1, 2008 – September 30, 2009 to local sub-grantees via official Perkins sub-grant award notification ***pending ODE approval of 2008-2013 local plan and ODE receipt of Perkins funds from U.S. Department of Education.***
October 1, 2008	Department issues supplemental (and final) installment of sub-grant award funds (80%) for program year one to local sub-grantees via official Perkins sub-grant award notification amendment ***pending ODE approval of 2007-2008 local transition plan and ODE receipt of Perkins funds from U.S. Department of Education.***

Submission Instructions

Complete local plans shall be submitted no later than close of business (5:00 pm PDT) on **June 30, 2008.** Plan narratives, including cover page, must be submitted electronically. A hard copy original of the signed Perkins Statement of Assurance must be mailed to the submission address below. The Perkins Statement of Assurance must be signed by the highest level administrator for the eligible recipient. If a single eligible recipient is submitting both a Basic Grant plan and a Reserve Fund plan, only one signed Perkins Statement of Assurance is required.

For Consortium Basic Grant Submission ONLY: Consortium Basic Grant submissions must include a completed Consortium Member Roster [Appendix C].

Special Note

Guidance provided in this document is for the local plan only; not for the 2008-2009 Perkins budget narrative & spending workbook [BNSW]. The BNSW is a separate submission using ODE's online, web-application [ODE District Web Site Log-In]. The local plan is to reflect the strategic, coherent plan for the local or regional implementation of Perkins IV intent. The local plan must indicate what annual activities will be implemented that leads toward meeting the 2012-2013 benchmarks. There may be duplication in the text describing the plan's activities and the budget narrative. This is expected and acceptable. There is an expectation for direct alignment of the plan's activities with the budgeted expenditures. This will require collaboration between the CTE program staff and the fiscal staff. The budget narrative describes in detail how the annual allocation will be invested in a way that supports the 5-year Basic Grant plan or the 1-year Reserve Fund plan. Budget narrative detail will be analyzed to determine if local spending complies with the Perkins statute and EDGAR regulation. The spending workbook portion of the BNSW submission is the official, sub-grant accounting document. The spending workbook is the accounting tool used by ODE's fiscal staff to monitor the spending of the local or regional Perkins sub-grant allocation.

There will be a separate Perkins budget narrative & spending workbook submission for the Local or Consortium Basic Grant and a separate BNSW submission for the Regional Reserve Fund.

Budget Narrative & Spending Workbook Due Date: June 30, 2008

Perkins IV and EDGAR Assurance

All eligible recipient fiscal agents must submit a Perkins Statement of Assurance [Appendix B] signed by the eligible recipient's highest level administrator. The signed, original assurance will be sent separately as a "hard copy" and must be received by the Oregon Department of Education by the due date for local plans to be considered complete. If a single fiscal agent is submitting both a Basic Grant plan and a Reserve Fund plan, only one signed Perkins Statement of Assurance is required.

Submission Address

Jim Schoelkopf
CTE and Perkins Administration
Office of Educational Improvement & Innovation
Oregon Department of Education
255 Capitol Street NE
Salem OR 97310

Questions?

Plan Narrative:
Jim Schoelkopf
503-947-5697
jim.schoelkopf@state.or.us

Budget Narrative & Spending Workbook:
Barb O'Neill
503-947-5787
barbara.oneill@state.or.us

Publication Information

The Department may publish your local plan, in whole or in part, on our Web site or through other means available to us. We look forward to reviewing your local plan and your initiatives to implement the new Act in the coming years. CTE Program Staff are available to answer questions that arise as you prepare your plan. Staff listing available at:

State CTE Staff List

PERKINS IV
REQUIRED ACTIVITIES FOR USE OF FUNDS
2007-2013

"SEC. 135(b). REQUIRED LOCAL USES OF FUNDS

NOTE: Eligible recipients must first satisfy the required activities for uses of Perkins funds before any expenditure of funds are permitted for permissive activities [Sec. 135(c)]. The Sec. 135(b) required activities do not need to be exclusively satisfied through the use of Perkins funds. Some required activities may be accomplished through existing, general fund supported programs and policies; some required activities may be accomplished through support from other federal, state or local funding sources; or some required activities may require the use of Perkins funds as the sole funding source.

"(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

"(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

"(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

"(B) career and technical education subjects;

Clarification:

- CTE programs receiving Perkins funding support shall be **approved** CTE programs of study.
- Approved CTE programs of study shall reflect an industry-endorsed, coherent and focused sequence of courses. *(Industry-endorsed = e.g. advisory committee endorsement, adoption of career cluster program of study plan.)*
- CTE subjects shall include technical knowledge and skill content from the Oregon Skill Sets or other recognized industry-based skills sets.
- CTE subjects shall include the integration of rigorous and relevant academic content that instructs the application of the academic content in a technical context.
- Should an eligible recipient fail to meet 90% of one of the Perkins performance measures, the recipient shall—
  - ✓ In the first year of failing to meet one of the performance measures, implement an improvement plan to specifically address the performance deficiency;
  - ✓ If the same performance deficiency continues for a second year, update and continue the improvement plan and direct Perkins funds toward addressing the performance deficiency; and
  - ✓ If the same performance deficiency continues for the third year, update and continue the improvement plan and the Oregon Department of Education will direct activities and local Perkins funding until the performance deficiency is corrected.

"(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

Clarification:

- Oregon high schools and community colleges with Perkins III approved CTE programs shall transition those programs to Perkins IV-eligible CTE programs of study by September 2012 for those programs of study to remain eligible for Perkins support. Eligible recipients must have at least one CTE program of study implemented by September 2008.
- CTE programs of study shall operate under the authority of an institutional articulation agreement.
- Approved CTE programs of study shall explicitly identify (1) how the secondary CTE program aligns or articulates to a postsecondary CTE program in the same program of study in a nonduplicative way; and (2) what opportunities are provided a student to earn and transcript dual or concurrent credit.

"(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

Clarification:

- Approved CTE programs of study shall provide the student with instruction beyond occupationally-specific skill attainment to include how specific careers fits into the larger system of an industry.

"(4) develop, improve, or expand the use of technology in career and technical education, which may include—

"(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

"(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

"(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

Clarification:

- Instructional practice shall, to the extent practicable, use and model program-related technology for the application of skills appropriate to the CTE program of study *(e.g. access to relevant technology that is practical for the capacity of the local secondary or postsecondary component of the CTE program of study).*
- Equipment, software and instructional material shall explicitly contribute to student academic, with specific attention to mathematics and science, and technical skill attainment.
- Equipment, software and instructional material purchases shall be limited to approved CTE programs of study that lead to high wage, high demand occupations in current or emerging careers.
- Costs for distance education shall be limited to program or connectivity costs; not student-related enrollment costs or fees.

"(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

"(A) in-service and preservice training on—

"(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

"(ii) effective teaching skills based on research that includes promising practices;

"(iii) effective practices to improve parental and community involvement; and

"(iv) effective use of scientifically based research and data to improve instruction;

"(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

"(C) internship programs that provide relevant business experience; and

"(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

Clarification:

- Each licensed, CTE endorsed secondary teacher and each postsecondary faculty member in an approved CTE program of study shall have a professional development plan that is consistent with the policies of the eligible recipient and meets the criteria of (5) above.
- Professional development activities shall be consistent with the definition of professional development as described in the Perkins Act and be sustained, intensive, reinforced over time and focused on instruction.
- Professional development activities shall explicitly contribute to the improvement of instructional practices that lead to improved academic and technical skill attainment of CTE students.
- CTE professional organization conference and student leadership conference attendance may meet the required professional development activity criteria as long as the conference attendance is an integral and relevant part of a teacher's professional development plan.

"(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title;

Clarification:

- The secondary CTE program of study renewal process will be used as a tool for secondary-postsecondary CTE program of study evaluation.
- Secondary CTE program evaluations will be included in the ODE Continuous Improvement Process (CIP).
- Postsecondary CTE program evaluations shall be part of the college's internal evaluation and accreditation processes.

"(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

Clarification:

- Relevant technology, equipment and related instructional material and supply purchases are eligible expenditures as long as there is a direct and explicit connection between the purchase of such items and increasing student academic knowledge and technical skill attainment in the CTE program of study.
- Use secondary CTE program renewal process to identify areas for secondary-postsecondary CTE program of study improvement.

"(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

Clarification:

- Approved CTE programs of study meet the criteria of "sufficient size, scope, and quality to be effective" by having completed the secondary or postsecondary quality assurance process.

"(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Clarification:

- Analyze disaggregated CTE student performance to identify and design activities that support special populations in meeting Perkins performance measures.
- Review special population student pre-requisite—**not** remedial—requirements that equip students with the readiness skills to be successful in a CTE program of study.
- Remedial or CTE pre-enrollment developmental education activities are **not** eligible activities for the use of Perkins funds. Funding support of prerequisite courses required for entry into a CTE program of study may be an eligible activity.
- Student support services for special population students and individuals with disabilities enrolled in a CTE program of study is a required activity for the use of Perkins funds.

Additional clarification:

Administrative Costs

Each eligible recipient receiving funds shall not use more than 5 percent of the funds for administrative costs.

Career and Technical Student Organizations

Funds may be used for the development and acquisition of instructional materials, supplies, and equipment needed to support a student organization ***as an integral part of career and technical education instruction.*** Qualified career and technical educators must supervise the instruction that relates to the student organization.

The following do **not** represent ***an integral part of the career and technical instruction*** and are not eligible for Perkins support:

- Lodging, food, conveying or furnishing transportation to conventions or other gatherings of CTSO students;
- Purchase of supplies, jackets and other effects for students' personal ownership or use;
- Cost of non-instructional activities such as athletic, social or recreational events;
- Printing and disseminating of non-instructional materials;
- Purchase of awards for recognition of students, advisors or other individuals; or
- Payment of membership dues.

LOCAL or CONSORTIUM BASIC GRANT PLAN

Eligible Perkins recipients must prepare and submit to the Oregon Department of Education a 5-year plan describing local operation of Perkins-eligible CTE programs of study if 2008-2009 Perkins funds are desired [Sec. 134(a)]. The submission format will be a narrative description of the strategic activities planned for each benchmark performance indicator. The plan must describe activities for each year of the Act's 2008-2013 authorization. Your responses will contain greater detail for the 2008-2009 program year than for succeeding years. However, there is an expectation and requirement you submit a plan reflecting coherent 5-year planning that leads toward meeting the 2012-2013 performance indicators. Additional detail on the intent and expectation of Perkins IV can be found in Oregon's 5-year plan [CTE Web Page] and Perkins IV Taskforce recommendations [ODE Perkins IV Web Page].

1. Standards & Content

Standards and content are core elements for Perkins-eligible programs of study and include:

- Relevant, rigorous standards-based content aligned with challenging academic standards;
- Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input;
- Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards; and
- Assure secondary and postsecondary students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employment trends.

By 2012-2013:

a. **100% of Perkins-eligible programs of study align with Oregon Skill Sets [Oregon Skill Sets] or other industry-based standards;**
b. **95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.
2009-2010	a. b.	a. b.
2010-2011	a. b.	a. b.
2011-2012	a. b.	a. b.
2012-2013	a. b.	a. b.

2. Alignment & Articulation

Alignment and articulation are core elements for Perkins-eligible programs of study and include:

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) & Sec. 134(b)(3)]
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon's credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

By 2012-2013:

a. **100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;**
b. **67% of Perkins-eligible programs of study have credit articulation agreements for courses that are required in the CTE Program of Study certificate or degree;**
c. **100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [Oregon High Skill, High Wage, High Demand Occupations].**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level. Also **submit a CTE Program of Study template** or other visual program of study organizer as documentation of CTE programs of study implemented for 2008-2009. [See Appendix D for a CTE Program of Study template example]. The submitted version of the CTE program of study template **must** be signed by both the appropriate high school and postsecondary administrator. Each year, CTE Program of Study templates will be requested as new programs of study are implemented.

	Activities	Progress Markers
2008-2009	a. b. c.	a. b. c.
2009-2010	a. b. c.	a. b. c.
2010-2011	a. b. c.	a. b. c.
2011-2012	a. b. c.	a. b. c.
2012-2013	a. b. c.	a. b. c.

3. Accountability & Evaluation

By 2012-2013:

a. ***[Under Review]*** **100% of CTE concentrators who complete the secondary or postsecondary component of their program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;**
b. **No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;**
c. **100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. **Specifically identify,** by name or description, the assessment used to measure technical skill attainment. Assessment identification shall indicate if the assessment is regionally developed using state-approved guidelines or 3rd-party, vendor developed. Also describe if the assessments measure cognitive knowledge, performance, or a combination. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b. c.	a. b. c.
2009-2010	a. b. c.	a. b. c.
2010-2011	a. b. c.	a. b. c.
2011-2012	a. b. c.	a. b. c.
2012-2013	a. b. c.	a. b. c.

Note:

In addition to the benchmark indicators for Accountability & Evaluation, each eligible recipient's CTE student and program performance will be measured against a set of Perkins-required performance measured. For the 5-year Perkins authorization, ODE will be collecting date and reporting performance for the measures listed below. Perkins performance data will be reported using the following student definitions.

B. Secondary

Participant – Any secondary student who has earned one-half (.5) or more credits in any technical skill course as part of an Oregon state-approved CTE program. *[Oregon approved CTE program = 2 credits or more]*
Concentrator – Any secondary student who has earned one (1) or more credits in a technical skill course(s) as part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a "required" CTE course for program completion. *[Oregon approved CTE program = 2 credits or more]*

B. Postsecondary

Participant – A postsecondary student who has earned one (1) or more CTE credits in any CTE program area within the reporting year. *[CTE credit = ACTI code 21 or 23]*
Concentrator – A postsecondary student who is enrolled for credit in the current academic year who: (1) has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program area that terminates in the award of a degree, a certificate of completion or an industry-recognized credential; or (2) completes a short-term CTE program of between 12 - 17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.

Secondary Measures	Postsecondary Measures
1S1 Academic Attainment – Reading/Language Arts	1P1 Technical Skill Attainment
1S2 Academic Attainment – Mathematics	1P2 Academic Attainment [Oregon Only]
1S3 Academic Attainment – Writing [Oregon Only]	2P1 Credential, Certificate, or Degree Completion
2S1 Technical Skill Attainment	3P1 Student Retention in Postsecondary Education and Transfer to a Baccalaureate Degree Program
3S1 Secondary School Completion	4P1 Student Placement
4S1 Student Graduation Rates	5P1 Employment Retention
5S1 Secondary Placement	6P1 Nontraditional Participation
6S1 Nontraditional Participation	6P2 Nontraditional Completion
6S2 Nontraditional Completion	

Annual performance will be posted on the ODE web site at: CTE Performance Data

4. Professional Development

Professional development intent and design must [Sec. 122(c)(2) & Sec. 135(b)(4)]:

- promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies;
- be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards;
- encourage applied learning that contributes to the academic and CTE knowledge of the student;
- provide the knowledge and skills needed to work with and improve instruction for special populations; and
- assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

SPECIAL NOTE: Annually, eligible recipients are required to invest an amount equal to 10% of their Perkins Basic Grant allocation specifically for professional development. Professional development financial support does not require the use of Perkins funds, but can be from other local funds as long as the professional development investment is equal to 10% of the local Perkins Basic Grant allocation. The professional development investment can be a combination of Perkins and other local funds. Please explicitly indicate in your plan activities and budget narrative the source of professional development funds equal to 10% of the local Perkins Basic Grant allocation. **Perkins Reserve Funds can not supplant the Perkins Basic Grant professional development funding requirement.**

By 2012-2013:

a. **95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;**
b. **95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.
2009-2010	a. b.	a. b.
2010-2011	a. b.	a. b.
2011-2012	a. b.	a. b.
2012-2013	a. b.	a. b.

5. Student Support Services

Student support services are a core element for Perkins-eligible programs of study and include:

- All CTE students will have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of study in a nonduplicative manner (e.g. Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

By 2012-2013:

a. **95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;**

b. **100% of Perkins-eligible programs of study provide <u>each</u> student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.
2009-2010	a. b.	a. b.
2010-2011	a. b.	a. b.
2011-2012	a. b.	a. b.
2012-2013	a. b.	a. b.

6. Distribution of Perkins IV Consortium Funds *[Required for Consortium Basic Grant Plans ONLY]*

(2) FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium. [PL 109-270, Sec. 131(f)(2)]

Describe how the regional eligible recipient for the consortium will distribute Perkins IV funds for career and technical education programs among the members of the consortia, including the rationale for such allocation.

	Description of How Consortium Funds are Distributed to Members	Rational for Regional Distribution of Consortium Funds to Members
2008-2009		
2009-2010		
2010-2011		
2011-2012		
2012-2013		

REGIONAL RESERVE FUND PLAN

Eligible recipients for the Perkins Regional Reserve Fund [the 18 ODE-recognized regional consortia] must prepare and submit to the Oregon Department of Education a 1-year Reserve Fund plan describing regional consortia support of Perkins-eligible CTE programs of study if 2008-2009 Perkins Reserve Funds are desired [Sec. 134(a)]. The submission format will be a description of the strategic activities planned for each of the two benchmark performance indicators. There is an expectation and a requirement you submit a plan that reflects coherent planning that leads toward meeting the 2012-2013 performance indicators. Additional detail on the intent and expectation of Perkins IV can be found in Oregon's 5-year plan [CTE Web Page] and Perkins IV Taskforce recommendations [ODE Perkins IV Web Page].

R1. Regional Alignment & Articulation

Alignment and articulation are core elements for Perkins-eligible programs of study and include:

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction and assessment. [Sec. 122(c)(1) & Sec. 134(b)(3)]
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon's credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

By 2012-2013:

a. **100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;**
b. **67% of Perkins-eligible programs of study have credit articulation agreements for courses that are required in the CTE Program of Study certificate or degree;**
c. **100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [Oregon High Skill, High Wage, High Demand Occupations].**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level. Also **submit a CTE Program of Study template** or other visual program of study organizer as documentation of CTE programs of study implemented for 2008-2009. If a single eligible recipient is submitting both a Basic Grant plan and a Reserve Fund plan, only a single copy of each CTE Program of Study template is required. [See Appendix D for a CTE Program of Study template example]. Each year, CTE Program of Study templates will be requested as new programs of study are implemented.

	Activities	Progress Markers
2008-2009	a. b. c.	a. b. c.

R2. Regional Professional Development

Professional development intent and design must [Sec. 122(c)(2) & Sec. 135(b)(4)]:

- promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies;
- be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards;
- encourage applied learning that contributes to the academic and CTE knowledge of the student;
- provide the knowledge and skills needed to work with and improve instruction for special populations; and
- assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

SPECIAL NOTE: Annually, eligible recipients are required to invest an amount equal to 10% of their Perkins Regional Reserve Fund allocation specifically for professional development. Professional development financial support does not require the use of Perkins funds, but can be from other local funds as long as the professional development investment is equal to 10% of the Region's Reserve Fund allocation. The professional development investment can be a combination of Perkins and other local funds. Please explicitly indicate in your plan activities and budget narrative the source of professional development funds equal to 15% of the Region's Reserve Fund allocation. **Perkins Basic Grant funds can not supplant the Perkins Regional Reserve Fund professional development funding requirement.**

By 2012-2013:

a. **95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;**
b. **95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.**

Please respond with an explicit description of activities to be planned and implemented that will lead toward the attainment of each indicator for this benchmark. Describe what evidence or documentation [progress markers] you will gather to indicate progress toward meeting the 2012-2013 level.

	Activities	Progress Markers
2008-2009	a. b.	a. b.

APPENDIX A

Perkins IV 2012-2013 Benchmarks

[Required for Perkins-eligibility and CTE Programs of Study]

ODE has established a set of statewide **benchmarks** with measurable **performance indicators** to guide the local investment of Perkins funds. The indicators establish performance targets ODE and CCWD desire all eligible recipients to attain by 2012-2013. Eligible recipients will want to assess their current performance against these performance indicators. Perkins-eligible program benchmark performance should guide the eligible recipient's yearly strategic focus and be used as a data source for the design of activities that lead toward meeting 2012-2013 performance. Eligible recipients are also asked to identify progress markers that documents progress toward meeting the performance indicators. Documented progress will be reported as part of each year's Perkins Annual Report.

1. Standards & Content

a. 100% of Perkins-eligible programs of study align with Oregon Skill Sets [Oregon Skill Sets] or other industry-based standards;
b. 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.

2. Alignment & Articulation

a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;
b. 67% of Perkins-eligible programs of study have credit articulation agreements for courses that are required in the CTE Program of Study certificate or degree;
c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [Oregon High Skill, High Wage, High Demand Occupations].

3. Accountability & Evaluation

a. 100% of CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;
b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;
c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].

4. Professional Development

a. 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;
b. 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.

5. Student Support Services

a. 95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;
b. 100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.

APPENDIX B

STATEMENT OF ASSURANCE

Carl D. Perkins Career and Technical Education Act of 2006
Statement of Assurances

Assurances form a binding agreement between the eligible recipient fiscal agent, the Oregon Department of Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to **program activities** and **expenditures of funds**. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

The Eligible Recipient Fiscal Agent certifies the following statements:

1. The Fiscal Agent understands and will comply with the provisions, regulations and rules of the Carl D. Perkins Career and Technical Education Act of 2006.
2. The Fiscal Agent will use federal funds to supplement the eligible recipient's CTE programs of study and will not use federal funds to supplant existing funds or reduce general or other funds.
3. The Fiscal Agent will provide, on request, complete and accurate data as required.
4. The Fiscal Agent understands and will comply with all applicable assurances for Federal Grant Funds. Note: These assurances can be found on the Oregon Department of Education website at:
   Perkins IV Assurances

Eligible Recipient Address:
(Fiscal Agent Name and Mailing Address):

_____
_____
_____
_____, OR _____

Telephone: _____ Ext. _____

County: _____

Authorized Representative:

_____
Name

_____
Signature

_____
Date Signed

APPENDIX C

CONSORTIUM: _____

Please expand as needed.

Name	Organization & Position	Level of Participation [planning, implementing or evaluating]
School Districts		
Postsecondary Partners (Community College, Private Career College, Apprenticeship, University, etc.)		
Business or Industry		

(2) FUNDS TO CONSORTIUM – Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium. [PL 109-270, Sec. 131 (f)(2)]

CONSORTIUM MEMBER ROSTER

APPENDIX D

SAMPLE

CTE Program of Study Template

SAMPLE provided for illustration ONLY and may be used if desired; plan submission must include a Program of Study visual organizer

The submitted version of the CTE Program of Study template **must** be signed by both the appropriate high school and postsecondary administrator

COLLEGE: _____ CLUSTER: _____

HIGH SCHOOL(S): _____ PROGRAM OF STUDY: _____

_____ DATE: _____

	GRADE	REQUIRED COURSES				RECOMMENDED ELECTIVE COURSES OTHER REQUIRED OR ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES			
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES				
SECONDARY	9								
	10								
	11								
	12								
POSTSECONDARY	Year 1 1st Quarter								
	Year 1 2nd Quarter								
	Year 1 3rd Quarter								
	Year 2 1st Quarter								
	Year 2 2nd Quarter								
	Year 2 3rd Quarter								

Required Courses

Recommended Elective Courses

Career and Technical Education Courses

Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, College Now)
(◆=High School to Com. College) (●=Com. College to 4-Yr Institution) (■=Opportunity to test out)

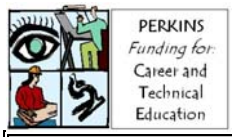
Mandatory Assessments, Advising, and Additional Preparation

League.org FOR INNOVATION IN THE COMMUNITY COLLEGE CCTI College and Career Transitions Initiative

Funded by the U. S. Department of Education
(V051B020001)

High School Administrator

Postsecondary Administrator or Community College Dean



2008-2009 DRAFT *[BASED ON 2007-2008 ALLOCATIONS]*
PERKINS IV BASIC, RESERVE FUND & YOUTH 1%
GRANT DISTRIBUTION SUMMARY

SECONDARY SUB-GRANTEES PERKINS BASIC

	Basic Grant
2243—Beaverton	$325,610
2088—Bethel	$58,770
2185—Centennial	$66,628
1965—Coos Bay	$48,816
2187—David Douglas	$122,903
2082—Eugene	$173,165
2084—Fern Ridge	$23,043
2241—Forest Grove	$76,841
2183—Gresham-Barlow	$106,321
2239—Hillsboro	$176,536
2024—Hood River	$39,126
2091—Junction City	$19,203
4131—No Wasco Co.	$38,829
1926—Oregon Trail	$48,638
2181—Parkrose	$40,450
2180—Portland	$626,096
2182—Reynolds	$138,084
1991—Roseburg	$65,454
2096—Siuslaw	$23,108
2087—South Lane	$39,514
1994—South Umpqua	$26,733
2083—Springfield	$144,658
1948—St. Helens	$30,733
2003—Sutherlin	$17,740
2242—Tigard-Tualatin	$81,035
2002—Winston-Dillard	$15,730
SEC. TOTAL [N=26]	$2,573,764

REGIONAL CONSORTIUM SUB-GRANTEES PERKINS BASIC AND RESERVE FUND
(Including 1% Corrections & State Schools for Regions 1A, 3, 8 & 12)

	Basic Grant	Reserve Fund
2499—Clatsop CC *(Consortium)(1%=South Jetty)*	$144,617	$38,297
2230—NWRESD *(Consortium, Tillamook Bay CC)*	$56,292	$19,189
2506—Portland CC/PAVTEC *(Consortium)*	$59,537	$182,611
2148—Multnomah ESD		$74,559
2498—Chemeketa CC/MWEC *(Consortium, Chemeketa, Oregon Coast CC)(1%=Lord HS, Ferrell HS, School for Deaf)*	$1,854,062	$195,865
2503—Linn Benton CC *(Consortium)*	$269,930	$72,561
2064—Lane ESD *(Consortium)*	$42,511	$139,501
1980—Douglas ESD *(Consortium)*	$29,816	$35,117
1949—South Coast ESD *(Consortium)*	$103,438	$35,342
2025—Southern Oregon ESD *(Consortium) (1%=Newbridge HS)*	$614,374	$88,227
2223—Region 9 ESD		$28,210
1975—High Desert ESD *(Consortium, Central Oregon CC)*	$559,425	$85,030
2058—Lake County ESD *(Consortium)*	$14,027	[redacted]
2501—Klamath CC	[redacted]	$35,565
2200—Umatilla-Morrow ESD *(Consortium, Blue Mountain CC)(1%=Riverbend)*	$312,054	$49,731
2211—Union-Baker ESD *(Consortium)*	$88,762	$31,519
2106—Malheur ESD *(Consortium)*	$90,116	$26,999
1902—Clackamas ESD/CTEC *(Clackamas CC)*	$660,523	$88,762
CONSORTIUM TOTAL [Basic N=15]	$4,899,484	$1,227,085

POSTSECONDARY BASIC SUB-GRANTEES

	Basic Grant
2500—Columbia Gorge CC	$80,346
2501—Klamath CC	$136,425
2502—Lane CC	$861,171
2503—Linn Benton CC	$402,750
2504—Mt. Hood CC	$423,143
2506—Portland CC	$1,362,009
2507—Rogue CC	$450,264
2508—Southwestern Oregon CC	$133,774
2510—Treasure Valley CC	$199,642
2511—Umpqua CC	$154,778
COLLEGE TOTAL [N=10]	$4,204,302

CTE Continuous Improvement And Technical Assistance Plan Draft

WHAT

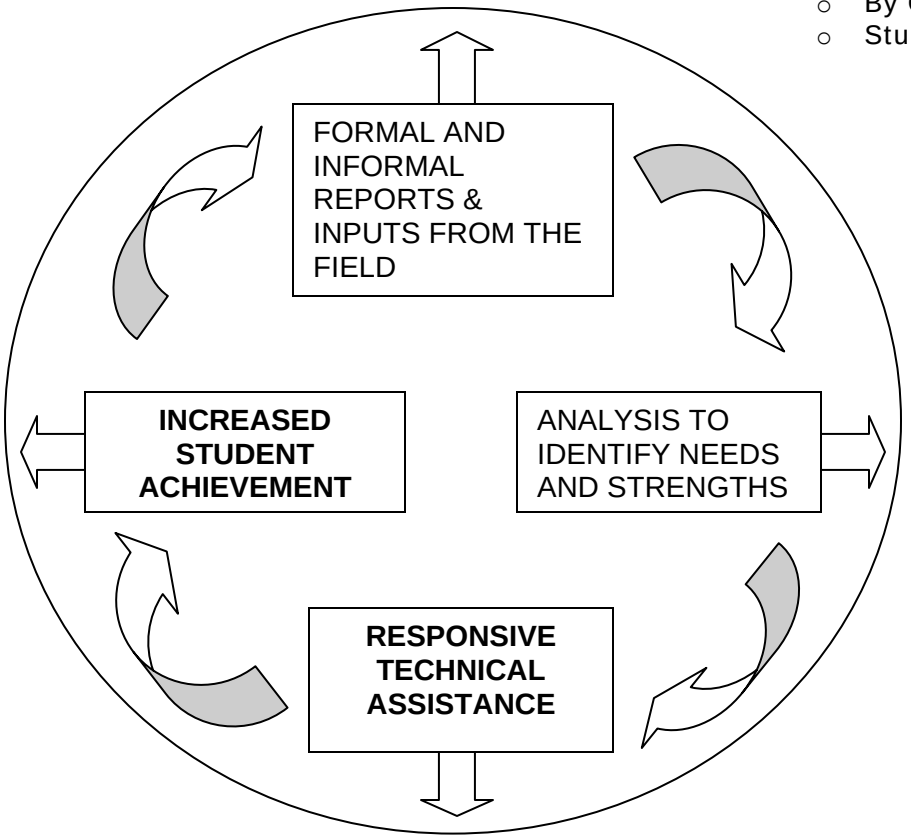
Reports & Inputs:

- Perkins annual review and reports
- Student & program performance data
- CTE network consultations
- Perkins Plan
- District CIP
- Local contacts
- Program approval & renewal
- Secondary and Postsecondary enrollment data
  - Minorities
  - ELL Students
  - By Gender
  - Students with disabilities

WHY

Program Improvement for Increased Student Achievement Outcomes:

- Increase student performance
- Increase student retention
- Increase student employability
- Increase student continuation in career pathways/programs of study
- Improve coherent and rigorous program design
- Design programs effective in achieving performance measures
- Demonstrate and document a value-added return on investment
- Improve teacher recruitment and development



WHO

Periodic and Regular Analysis:

- Regional CTE Consortia and stakeholders
- Career pathways/program of study partners
- Workforce development partners
- ODE and CCWD Perkins and program review staff

HOW

Responsive Technical Assistance and Intervention Methods and Tools:

- Professional development
- Web based resources
- Reporting tools
- Data collection systems
- Perkins plan
- Program approval/renewal process

SERVICES FOR SPECIAL POPULATIONS & NON-TRADITIONAL OCCUPATIONS

OREGON REVISED STATUES
AND
OREGON ADMINISTRATIVE RULES
2007

Oregon Administrative Rule #581-015-2005 (renumbered from 0035) requires that school districts operating or initiating special education programs shall have their programs approved by the State Superintendent of Public Instruction in order to qualify such programs for state reimbursement.

As part of this process districts shall subscribe to the following:

- ✓ Special education instructional programs in the district shall include a continuum of services to meet the individual special education needs of all resident children with disabilities.
- ✓ Special education shall be established and conducted as an integral part of the district's regular school program;
- ✓ Children who require special education have the same rights and privileges provided to other children.

- **Oregon Administrative Rule #581-015-2080 (renumbered from 0037)** requires that school districts shall identify, locate and evaluate all resident children who may have a disability and who may need special education services including highly mobile children with disabilities (such as migrant and homeless children).

- **Oregon Administrative Rule #581-015-2585 (renumbered from 0301)**
  Youth (Juvenile) Corrections Education and Juvenile Detention Education Programs
  The following administrative rules apply to education programs for youth housed in Oregon Youth Authority youth correctional facilities:
  (a) Special Education Rules *(OARs listed)*
  (b) School Improvement and Professional Development Rules *(OARs listed)*
  (c) School Governance and Student Conduct *(OARs listed)*
  (e) Funds to State and Local Agencies to Provide Employment and Training Services under the Workforce Investment Act (formerly the Job Training Partnership Act (JPTA) *(OARs listed)*
  (3) Juvenile Detention Education Program: All rules applicable to education programs for OYA youth correction facilities, as set out in sections (1) of this rule, apply to educational programs for juvenile detention facilities.

- **Oregon Revised Statutes #39.115 Part 7 Admission of Students**
  (7) Notwithstanding ORS 339.133 (1), a school district shall not exclude from admission a child located in the district solely because the child does not have a fixed place of residence or solely because the child is not under the supervision of a parent, guardian or person in a parental relationship.

- **Oregon Revised Statute #336.640 --** Rules Governing Education for Pregnant and Parenting Students

- **Oregon Revised Statute # 659.850 (2) English Language Learners (ELL students)** provides that:…
  Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.

  Oregon Administrative Rule #581-021-0046(8) requires public schools to:
  (1) develop and implement a plan for identifying students whose primary language is other than English;
  and
  (2) provide those students with "appropriate programs" until they are able to effectively participate in regular classroom instruction.

- **Oregon Revised Statute # 659.850 (2)** prohibits discrimination in public education programs and services. Subsection (1) defines "discrimination" as:

  > [A]ny act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, marital status, religion or sex.
  > (***Oregon Administrative Rule #581-021-0045***)

- **Oregon Administrative Rule #581-015-2265 (renumbered from 0068)** requires that each student eligible for special education shall have an individualized education program (IEP).

- **Oregon Administrative Rule #581-015-2200** which addresses the content of the IEP requires:
  (A) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and Beginning at age 16, the IEP must include a statement of the needed transition services for the student, and if appropriate, a statement of the interagency responsibilities or any needed linkages.

- **The Elementary & Secondary Education Act of 2001 (*No Child Left Behind*)** SEC. 1001 The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

  (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

  (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;

(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students … while providing alternatives to students in such schools to enable the students to receive a high-quality education;

(5) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.

DRAFT

Oregon Guidelines for Technical Skill Assessments

Assumptions

- Assessments for technical skill attainment will be at the "Silver-Level" or "Gold-Level"
- Assessment of technical skill attainment will measure the performance of CTE **concentrators.**
- Assessment of secondary technical skills will be measured at the time CTE concentrators have completed the scope of secondary technical standards in the CTE program of study.
- Assessment of postsecondary technical skills will be measured at the time CTE concentrators have completed the scope of technical standards required in the CTE certificate or degree program of study.

Guidelines

- Select assessments that are appropriate for the industry-based standards within a program of study.
- Ensure assessments have an explicit relationship to the program's content and instruction.
- Establish a defined industry role for the validation and recognition of assessments.

Selection Criteria

- Assessment Types
- Assessment Purposes
- Assessment Uses
- Assessment Link to Curriculum
- Assessment Requirements
- Assessment Quality
- Assessment Impact
- Industry Role in Reviewing Assessment

MEASUREMENT OF TECHNICAL SKILL ATTAINMENT
DRAFT
OREGON GUIDELINES FOR TECHNICAL SKILL ASSESSMENTS

Using Assessments to Align with Industry

Perkins IV calls for CTE programs of study to use assessments aligned with industry standards to gauge students' technical skill proficiencies. Using assessments to promote accountability ensures that programs are designed and delivered so that students gain proficiency in knowledge and skills they need to successfully pursue the careers they want.

Not all assessments are created equal. An assessment that fits the need of one program may not fit that of another. Some may facilitate greater alignment with industry than others. There are three criteria for choosing assessments*.

Guidelines

1. ***Select assessments that are appropriate for the industry-based standards within a program of study.*** Appropriateness here is defined as how easily the assessment can be integrated into a program.

2. ***Ensure assessments have an explicit relationship to the program's content and instruction.*** The potential exists that a program's assessment choice may adversely affect curriculum content alignment with industry standards. This can occur if the scope of knowledge and skills an assessment covers does not fully reflect what industry requires. Similarly, assessment choices can negatively affect a program's instructional methods. If an assessment covers terminologies, definitions and concepts, this may result in programs solely using instructional methods that are appropriate for teaching this level of knowledge but that fall short of promoting learning transfer.

3. ***Establish a defined industry role for the validation and recognition of assessments.*** Using assessments to align with industry will only succeed if industry is "involved" with the assessment in some tangible way.

Selection Criteria

A. Assessment Types—*what assessments are under consideration?*
- □ Silver-Level—local or 3rd-party developed, state approved assessment tools that are based on industry standards.
- □ Gold-Level— external, third-party assessment of technical skills based on industry standards.

B. Assessment Requirements—*what are the requirements for using the assessment?*
- □ Student Prerequisites—assessment requires students to meet experience, education, and/or certification requirements in order to either have the opportunity to take the assessment or receive "credential" associated with the assessment.
- □ Program Requirements—use of assessment may require program to obtain materials, equipment, and facility to properly teach student knowledge and skills covered by assessment. This includes potential need for instructors and the program to be "certified."

C. Assessment Purpose—*for what purpose is the assessment developed?*
- □ Low Stakes—the assessment was developed for diagnostic purposes only and does not have predefined standards of proficiency.
- □ Moderate Stakes—the assessment was developed to "certify" that students have met predefined standards of proficiency but is not appropriate for "pay-affecting" decisions.
- □ High Stakes—the assessment was developed to "certify" that students have met predefined standards of proficiency and can be used for "pay-affecting" decisions.

D. <u>Assessment Quality</u>—*is the assessment a "quality" assessment?*

- □ Buyer Beware—potential user of the assessment has access to report on how the assessment was developed and validated.
- □ Accredited—the assessment meets external quality standards and has been accredited by a 3rd-party (such as ANSI and NOCA).

E. <u>Assessment Use</u>—*how are assessments going to be used?*

- □ Accountability—use of assessments allows for determination of progress towards specific targets that inform performance-driven decisions and requires access to student-level performance data.
- □ Support—assessments are used to diagnose and track student progress towards meeting "industry" standards and to identify possible corrections.
- □ Bridge—assessments are used to bridge educational programs and to bridge education with industry.

F. <u>Assessment Impact</u>—*what is the impact of using assessments on curriculum?*

- □ Easily Integrated—use of assessments has minimal impact on current curriculum.
- □ Change Necessary—use of assessment will require a curriculum shift
- □ Cross Level Integration—use of assessment will require different levels of a program of study to be highly integrated.

G. <u>Assessment Link to Curriculum</u>—*what information is available about assessments that can be used for curriculum design and development?*

- □ Test Blueprint—only information is a test blueprint that lists knowledge and skill domains measured by the assessment.
- □ Objectives—information about assessment includes assessment objectives for each of the knowledge and skill domains measured by the assessment.
- □ Standards—information about assessment includes "standards" that lists tasks, knowledge, and skills that served as basis for development of test blueprint and objectives.

H. <u>Industry Role in Reviewing Assessment</u>—*what is the role of "local industry" in reviewing the assessment?*

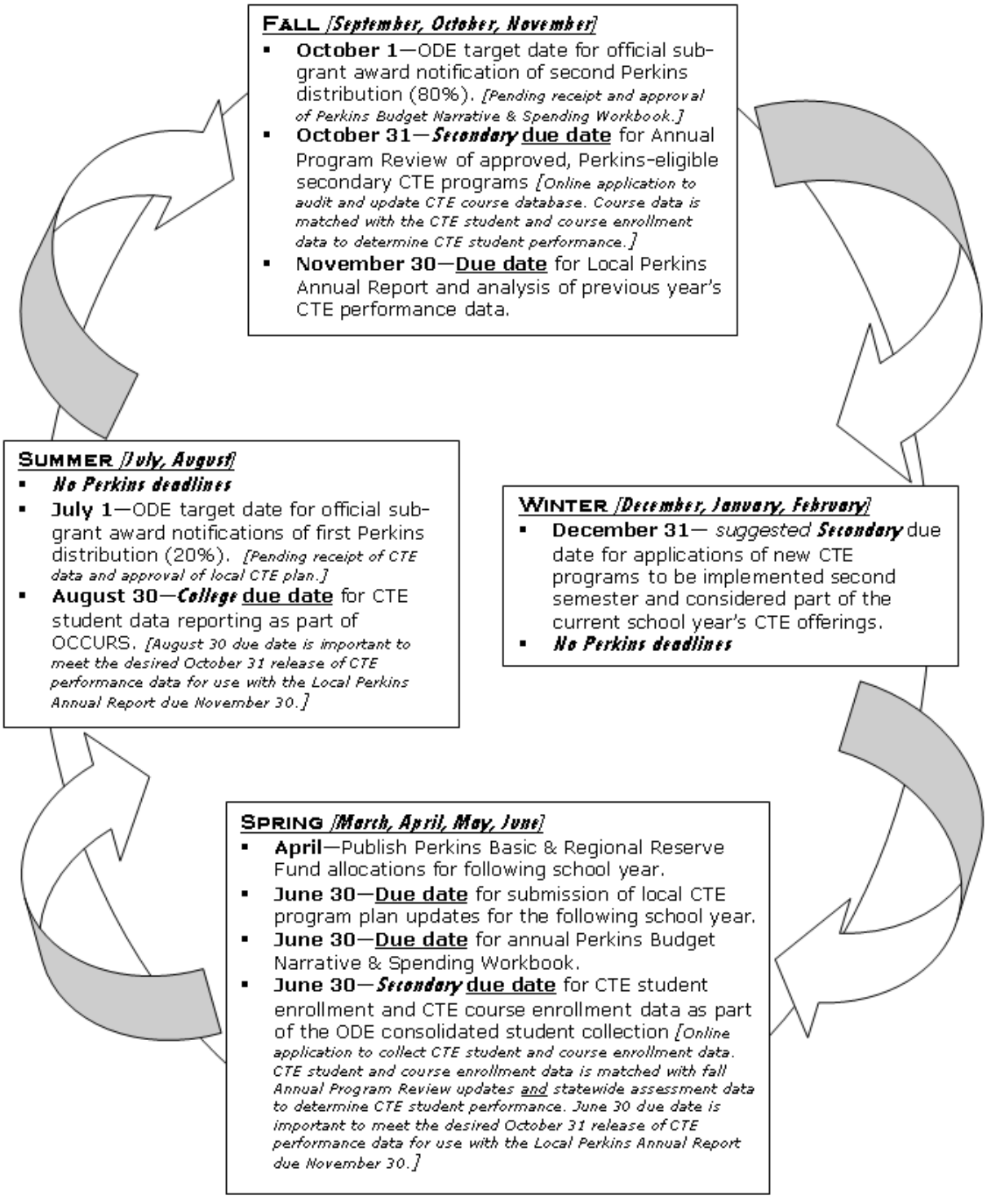
- □ Provides Input—"local industry" is involved in reviewing and providing feedback about the applicability of the assessment.
- □ Sets Bar—"local industry" reviewed the assessment and is involved in determining qualification score for the assessment.
- □ Champion—"local industry" is the one who identified the assessment.

Perkins IV Taskforce Participants' Organizations 2007

- APAZ ARCHITECT, AIA
- ATE WAH CHANG
- BARTON LASER LEVELING INC.
- BEAVERTON SCHOOL DISTRICT
- BEND SR. HIGH SCHOOL
- BENSON POLYTECHNIC HIGH
- BLUE MOUNTAIN COMMUNITY COLLEGE
- CENTRAL OREGON COMMUNITY COLLEGE
- CHARTER SCHOOLS DEVELOPMENT CENTER
- CHEMEKETA COMMUNITY COLLEGE; COUNCIL FOR INSTRUCTIONAL ADMINISTRATORS
- CLACKAMAS COMMUNITY COLLEGE
- CLACKAMAS EDUCATION SERVICE DISTRICT
- CLACKAMAS SCHOOL DISTRICT
- CLATSOP COMMUNITY COLLEGE
- COLTON HIGH SCHOOL
- COLUMBIA GORGE COMMUNITY COLLEGE
- COOS BAY PUBLIC SCHOOLS
- CORBAN COLLEGE
- DAVID DOUGLAS HIGH SCHOOL
- DEPARTMENT OF COMMUNITY COLLEGES & WORKFORCE DEVELOPMENT
- DEPARTMENT OF SPECIAL EDUCAITON AND CLINICAL SCIENCES
- FOREST GROVE SCHOOL DISTRICT
- GLADSTONE HIGH SCHOOL
- GOVERNOR'S OFFICE
- HIGH DESERT SCHOOL DISTRICT
- HILLSBORO HIGH SCHOOL
- INTEL CORPORATION
- LANE COMMUNITY COLLEGE
- LANE SCHOOL DISTRICT
- LEBANON HIGH SCHOOL
- LEGISLATOR
- LINN-BENTON COMMUNITY COLLEGE
- LINN-BENTON-LINCOLN SCHOOLDISTRICT
- MALHEUR EDUCATION SERVICE DISTRICT
- MID-WILLAMETTE EDUCATION CONSORTIUM
- MT. HOOD COMMUNITY COLLEGE
- NORTH CLACKAMAS SCHOOL DISTRICT
- NORTHWEST AUTOMOTIVE TRADES ASSOCIATION
- NORTHWEST COLLEGE OF CONSTRUCTION
- OFFICE OF THE GOVERNOR
- OREGON AFL-CIO
- OREGON AUTOMOBILE DEALERS ASSOCIATION
- OREGON CAREER INFORMATION SYSTEM
- OREGON DEPARTMENT OF EDUCATION – OFFICE OF ASSESSMENT & INFORMATION SERVICES
- OREGON DEPARTMENT OF EDUCATION – OFFICE OF EDUCATIONAL IMPROVEMENT & INNOVATION
- OREGON EMPLOYMENT DEPARTMENT
- OREGON STATE UNIVERSITY
- OREGON STATE UNIVERSITY – COLLEGE OF EDUCATION
- OREGON TRADESWOMEN, INC.
- OSU – THE SMILE PROGRAM
- PATHWAYS TO ADVANCEMENT STEERING COMMITTEE
- PAVTEC/PORTLAND COMMUNITY COLLEGE
- PORTLAND COMMUNITY COLLEGE - INSTITUTIONAL EFFECTIVENESS
- PORTLAND COMMUNITY COLLEGE
- PORTLAND PUBLIC SCHOOLS
- PORTLAND STATE UNIVERSITY
- REYNOLDS HIGH SCHOOL
- REYNOLDS SCHOOL DISTRICT
- ROGUE COMMUNITY COLLEGE
- ROSEBURG HIGH SCHOOL
- SABIN SCHELLENBERG CENTER
- SALEM-KEIZER SCHOOL DISTRICT
- SCIO SCHOOL DISTRICT
- SOUTH COAST SCHOOLDISTRICT
- SOUTH LANE SCHOOL DISTRICT
- SOUTHWESTERN OREGON COMMUNITY COLLEGE
- SPRINGFIELD PUBLIC SCHOOLS
- STATE BOARD OF EDUCATION
- STUDENT LEADERSHIP DEVELOPMENT CENTER
- TREASURE VALLEY COMMUNITY COLLEGE
- TUALATIN HIGH SCHOOL
- UMPQUA COMMUNITY COLLEGE
- UNION-BAKER SCHOOLDISTRICT
- WEST SALEM HIGH SCHOOL
- WINSTON-DILLARD SCHOOL DISTRICT

ADDITIONAL KEY PARTNERS

INCLUDE BUT ARE NOT LIMITED TO:

- CHARTER SCHOOL DEVELOPMENT CENTER
- CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS
- COMMUNITY COLLEGE COUNCIL OF INSTRUCTIONAL ADMINISTRATORS (CIA)
- COMMUNITY COLLEGE DEANS
- COMMUNITY COLLEGE INSTITUTIONAL
- RESEARCHERS
- CTE REGIONAL COORDINATORS
- EDUCATION SERVICE DISTRICTS
- OREGON PRIVATE CAREER SCHOOLS ADVISORY COMMITTEE
- E3 EMPLOYEES FOR EDUCATIONAL
- EXCELLENCE
- EDUCATION PATHWAYS FOR TEACHERS
- JOINT BOARDS OF ARTICULATION COMMISSION
- OREGON'S PARTNERSHIP FOR OCCUPATIONAL AND CAREER INFORMATION
- OREGON TEACHER ASSOCIATIONS
- OREGON WORKFORCE INVESTMENT BOARD
- OREGON WORKFORCE POLICY CABINET
- OREGON STATEWIDE YOUTH COMMITTEE
- STUDENT LEADERSHIP DEVELOPMENT CENTER AND STUDENT LEADERSHIP ORGANIZATIONS
- UNIFIED EDUCATION ENTERPRISE
- TEACHER STANDARDS AND PRACTICES COMMISSION
- ONE STOP CAREER CENTERS

CTE Data & Perkins Annual Cycle
Annual Grant Term: July 1 – September 30